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ABSTRACT

Designed for use in grades 6, 7, and 8, this curriculum guide provides 11 individual units for teaching Kentucky history and geography with the recommended text "Kentucky Heritage" published by Steck-Vaughn. Unit titles are The Blue Grass State, Early Explorations of Kentucky, Development of the Government of Kentucky, The Constitution of Kentucky, The Civil War, Life on the Frontier, Kentucky's Black History, The History of Transportation and Economy, Modern Politics in Kentucky, Famous Kentucky People and Places, and Local History. Learning activities include map study, oral presentations, play writing, drawing a time line, and group discussions. Unit ten, Famous Kentucky People and Places, includes a comprehensive list of parks, shrines museums, and natural wonders and names of famous authors, politicians, artists, athletes, musicians, social reformers, pioneers, scientists, and educators. Each unit contains an outline of objectives, procedures, and activities, instructional materials suitable for duplication, tests, answer keys, and a bibliography of relevant books, films, and filmstrips. (KC)

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KENTUCKY HISTORY AND GEOGRAPHY

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BRECKINRIDGE COUNTY SCHOOLS

Ralph D. Tucker

Superintendent

Dissemination by

Title III, Region II

June, 1975

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SO 011 158

FOREWORD

The Breckinridge County teachers have observed that the Kentucky history and geography books deal in a story type manner relating to individuals rather than the sequential events and happenings. It has also been found that the textbooks lack continuity and depth. Therefore, the need to reorganize their classes in Kentucky history and geography was felt. Kentucky history and geography should be brimful of interest for students. Since this is usually the first and last opportunity of our students, there is a definite need for a more detailed study of Kentucky and Breckinridge County history and geography. With these reasons in mind, this curriculum guide was written.

We would like to express our gratitude to the Title III, Region II Office Staff, our school administrative staff, and the many others who have been encouraging and cooperative during this year of work.

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INTRODUCTION

In less than two hundred years the area that is now Kentucky has grown from a wilderness to become a teeming agricultural, manufacturing, and mining area within the political framework of the world's greatest democracy--the United States of America--a nation of free people with a large measure of world leadership.

To understand how this transformation occured so quickly, one needs to study its components--its people and a heritage of freedom established by the early settlers who came largely from the original colonies.

It is the purpose of this guide to help each child engage in meaningful, interesting, and informative learning experiences which will help him better understand and appreciate the historical development of the state in which he lives today.

It is important that we teach our students about the history of Kentucky in the same way we teach them about the history of the United States.

PREFACE

It is the inalienable right of all students that they be taught the history of their state. This guide is to serve only as a means to help the teacher in preparing a series of lessons about the historical development of our state.

This guide is written to be used by teachers in grades six through eight. The writers attempted to develop units that are broad enough in scope to offer something for each teacher.

The teacher must remember that the activities are only suggestive and can be changed or replaced to fit the needs of the students of any community.

Each individual unit includes objectives to be achieved by the study of that section of the history and geography of Kentucky; following the objectives are suggested procedures which will help in achieving those objectives. The unit will also include an evaluation for that division.

Kentucky Heritage, published by Steck-Vaughn Company, Austin, Texas, 1975, is the recommended text for teaching these units. The Kentucky Story and Geography of Kentucky, both published by Harlow Publishing Corporation, Norman, Oklahoma, 1974, should also be available as supplementary references.

OBJECTIVES

I. Skills which may be developed by studying the history of Kentucky:

A. To improve ability to work more cohesively with groups, both large and small

B. To effectuate use of locating, collecting, and utilizing reference materials

C. To become more proficient in communication

D. To become more cooperative in sharing information

E. To develop the ability to reach conclusions based on facts

II. Values to be obtained:

A. To be concerned for others

B. To be concerned for self

C. To see freedom and liberty as a challenge and an inalienable right of all men

D. To appreciate our great democratic process

E. To appreciate the heritage we so proudly acclaim

F. To better understand the time and hardships involved in the pioneer's struggle for survival

G. To gain respect for our basic institutions

KENTUCKY IS MY LAND

KENTUCKY is my land.
It is a place beneath the wind and sun
In the very heart of America.
It is bounded on the east, north, and west by rivers
And on the south by mountains.
Only one boundary line is not a natural one,
It is a portion of southern boundary
That runs westward from the mountains
Across the delta lowlands to the Mississippi.

Within these natural boundaries is Kentucky,
Shaped like the mouldboard on a hillside turning-plow.
Kentucky is neither southern, northern, eastern, nor western,
It is the core of America
If these United States can be called a body,
Kentucky can be called its heart.

. . .The heart of America
A land of even tempo,
A land of mild traditions,
A land that has kept its tradition of horse racing,
Ballad, song, story, and folk music.
It has held steadfast to its pioneer tradition
Of fighting men, fighting for America
And for the soil of Kentucky,
That is filled with bluegrass beauty
That is not akin to poetry
But is poetry. . . .
And when I go beyond the border,
I take with me growth and beauty of the seasons,
The music of wind in pine and cedar tops,
The wordless songs of snow-melted water
When it pours over the rocks to wake the spring.
I take with me Kentucky embedded in my brain and heart,
In my flesh and bone and blood
Since I am of Kentucky
And Kentucky is part of me.

Jesse Stuart

TABLE OF CONTENTS

Unit I	The Blue Grass State	1
Unit II	Early Explorations of Kentucky	18
Unit III	Development of the Government of Kentucky	39
Unit IV	Constitution of Kentucky	62
Unit V	The Civil War	76
Unit VI	Life on the Frontier	106
Unit VII	Kentucky's Black History	122
Unit VIII	The History of Transportation and Economy	130
Unit IX	Modern Politics in Kentucky	145
Unit X	Famous Kentucky People and Places	151
Unit XI	Local History	230

Unit I

The Bluegrass State

INTRODUCTION

"A mighty table-land lies southward in a hardy region in our country. It has the form of a colossal shield lacking and broken in some of its outlines and rough and rude in make. Nature forged it for some crisis in her long warfare of time and change, made use of it, and so left it lying as one of her ancient battlefields---KENTUCKY".

James Lane Allen
"Bride of the Mistletoe"

Kentucky gets its name from an old Indian word whose exact meaning is not known. The meadowland and the land of tomorrow are two of the many meanings that have been given to the word. The Indians and the pioneers called Kentucky, "the hunting ground" because of the abundance of game. Later, the region was called the "Dark and Bloody Ground" because of the fierce battles between the whites and Indians. Kentucky is most often called the "Bluegrass State" because the grass that covers the rolling land of central Kentucky bears tiny blossoms of a dusty blue color.

I. Topography

A. Suggested Time: 1 hour

B. Objectives:

1. To familiarize students with Kentucky's geographical position in relation to the United States

2. To provide visual understanding of Kentucky's borders, both natural (rivers: Ohio, Mississippi, and Big Sandy) and surveyed: Walker Line

3. To give an understanding of Kentucky's size and water surface area

C. Procedures and Activities:

1. Students can draw a map of the United States, thus allowing visual exposure of Kentucky's geographical position.

2. Students will list borders indicating both natural and man-made boundaries.

3. Students will use wall maps or book maps to show distances to various localities.

4. Students will write a paragraph on "Is Kentucky, which is located in east central United States, considered a Southern or Midwestern State?" Points to consider are: historical, cultural, and industrial roots.

II. Geological Formation

A. Suggested Time: 1 hour

B. Objectives:

1. To provide an understanding as to how Kentucky physically became what it is today (notice should be placed upon the length of time required for Kentucky to form)

2. To have the students to understand that Kentucky's regions were formed during different geological periods

3. To familiarize the student with the underlying rock formations and different rock types

4. To indicate the importance of rocks in construction

C. Procedures and Activities:

1. Students will list sedimentary rocks and where they are located.

2. Students will list use of sedimentary rocks.

3. Students will do further research on geological past.

4. Students can relate how geological periods formed different regions of Kentucky.

5. Students can give class reports on their research.

III. Natural Regions

A. Suggested Time: 5 hours

B. Objectives:

1. To familiarize students with Kentucky's six regions

2. To provide knowledge why there are six regions and the uniqueness of each region

3. To give a comprehensive understanding of the major features of each region, including mineral, agricultural, industrial, and cultural aspects

4. To teach the students the major occupations in each region

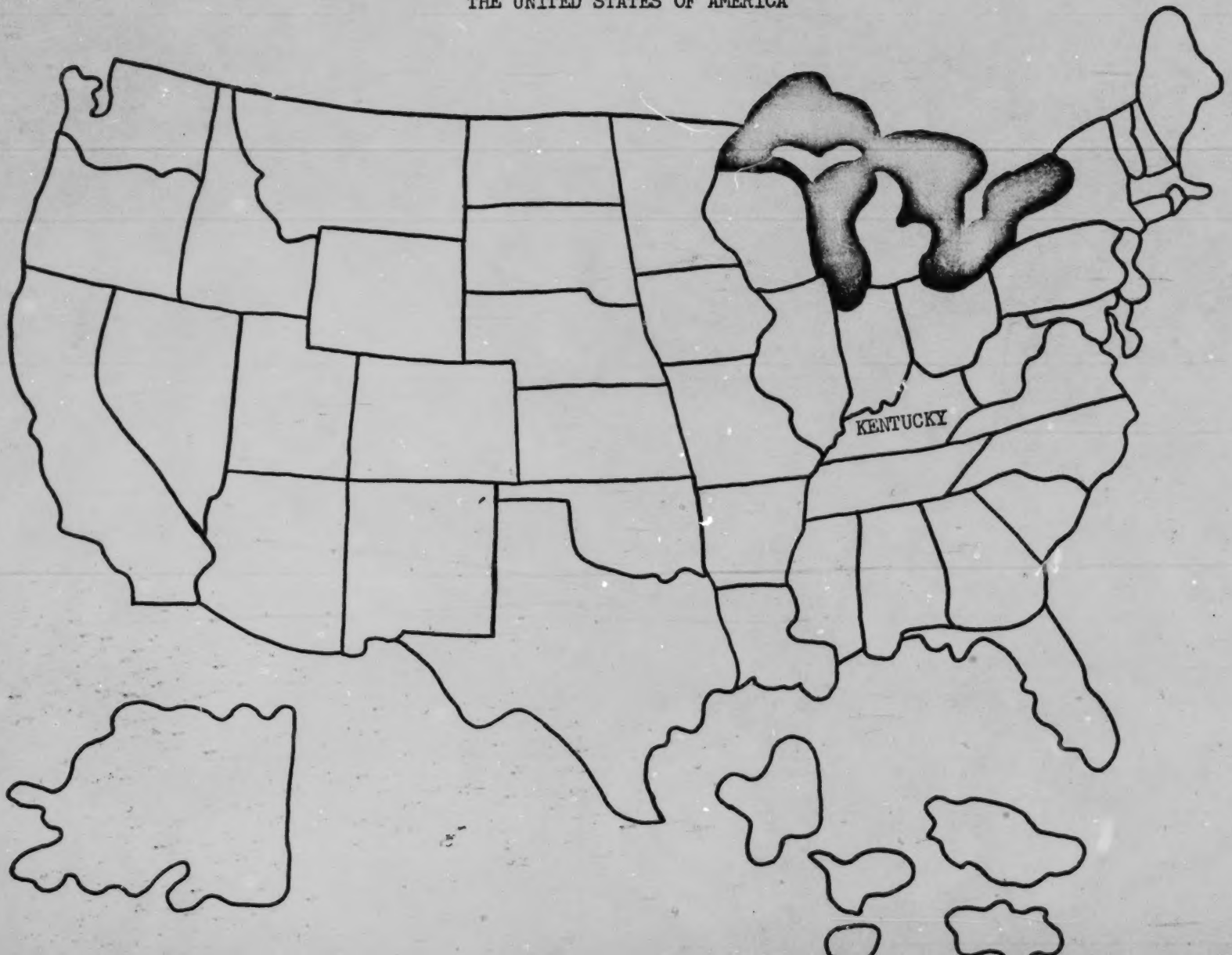
C. Procedures and Activities:

1. The students will study maps on pages 25 and 39 in Geography of Kentucky, third edition.

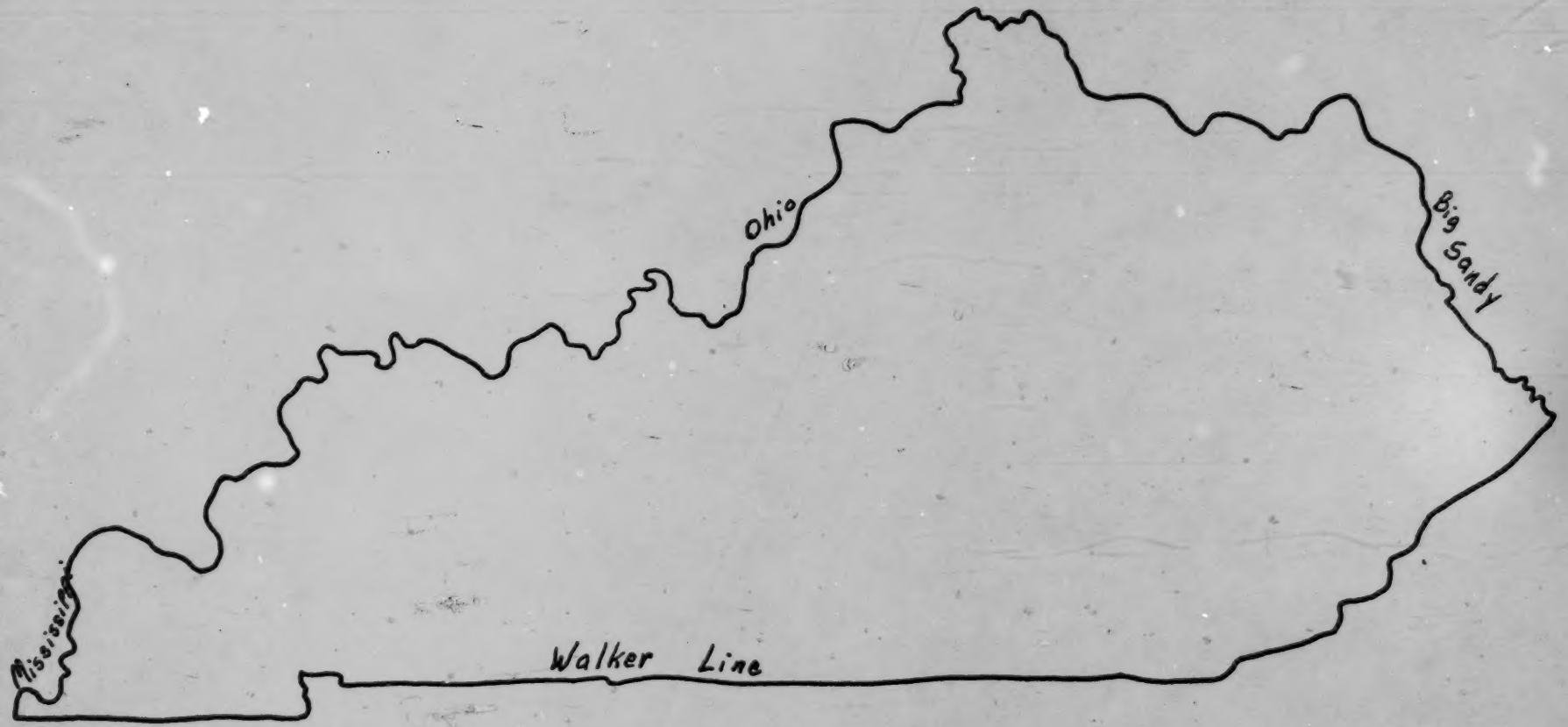
2. "Reading Directions on Maps" (filmstrip) or any others available on map skills will be viewed.

3. Students will draw the different regions of the state, sub-regions could be included.

THE UNITED STATES OF AMERICA

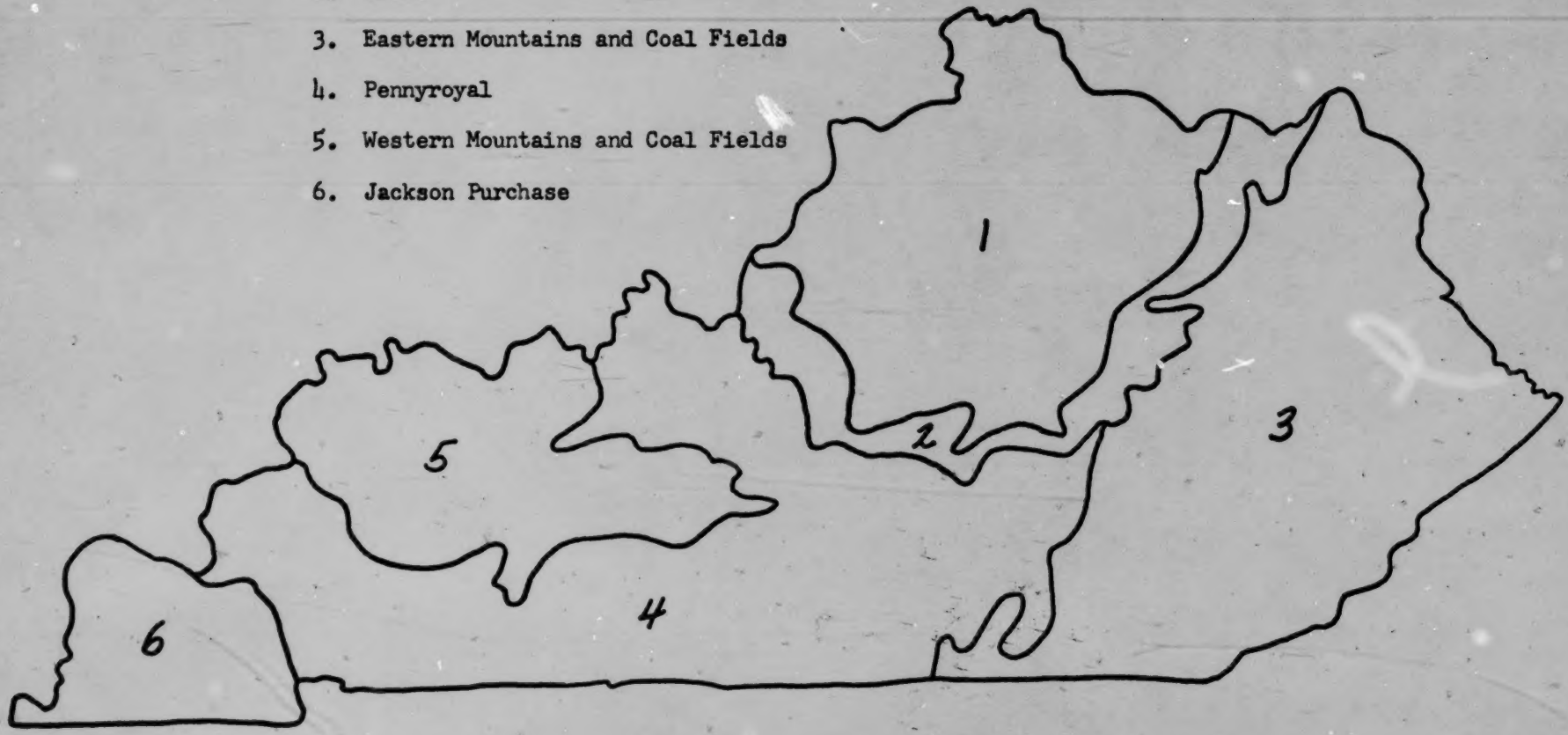


BOUNDARIES OF KENTUCKY

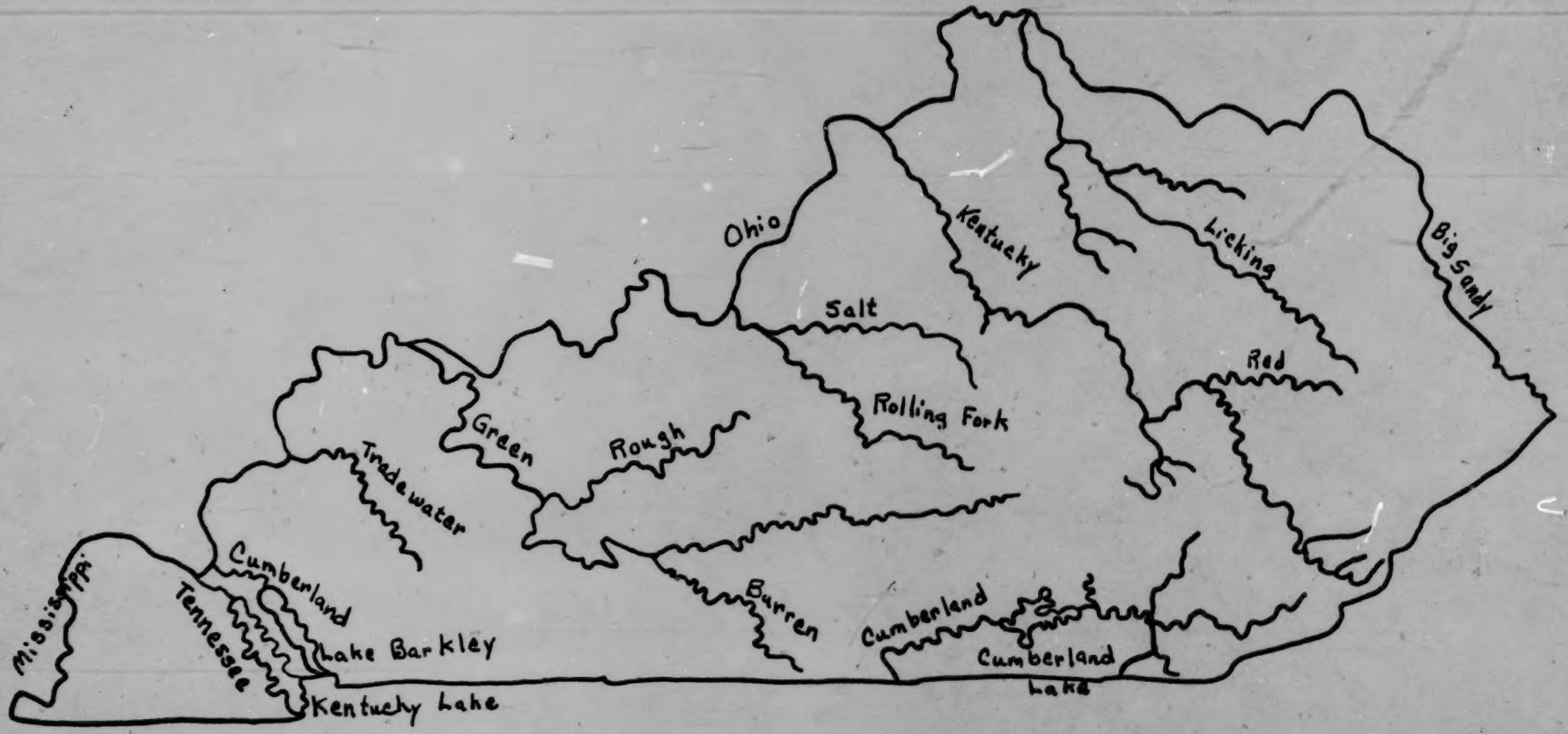


REGIONS OF KENTUCKY

1. Bluegrass
2. Knobs
3. Eastern Mountains and Coal Fields
4. Pennyroyal
5. Western Mountains and Coal Fields
6. Jackson Purchase



WATERWAYS OF KENTUCKY



4. The students will list the major crops, minerals, and occupations of each region.

5. Students will write a paragraph on "Why is each region unique?" Points to consider are the geological past, underlying rock formations, surface formations, and major occupations of each region.

6. Individual or group reports on separate regions conveying advantages and disadvantages of farming or grazing or industrial output, etc. will be given.

7. Students will write a paragraph or listing on "Which region is most suitable for crops, mining, grazing, manufacturing, and/or recreational needs?"

IV. Waterways

A. Suggested Time: 1 to 2 hours

B. Objectives:

1. To have the student attain an understanding of the major rivers and their locations in Kentucky

2. To provide an understanding of each river's importance, such as, flood-control, hydroelectric power, recreational facilities, and transportation

3. To give a knowledge of related terms: basin, water table, tributaries, reservoir, and watershed

C. Procedures and Activities:

1. Students will draw a map of Kentucky or make a list showing the major rivers, their tributaries, basins, and lakes.

2. Students will do further research on flood-control, river transportation, hydroelectric power, recreational facilities, etc.

3. Research reports can be presented to the class.

4. Students will write a paragraph on "What was the importance of the rivers to the early settlers?"

5. Students will view the sound filmstrip, "Kentucky Waterways".

V. Early Inhabitants

A. Suggested Time: 2 hours

B. Objectives:

1. To familiarize students with the first Indian inhabitants of Kentucky and when they arrived in the state

2. To provide a knowledge on why these early inhabitants came to Kentucky

3. To convey to the students the various Indian cultures that roamed the hills of Kentucky

4. To portray what we know of these primitive tribes through the study of their artifacts, especially the dominence of a hunting lifestyle as contrasted to a crop growing lifemode

C. Procedures and Activities:

1. Students will do further research on separate Indian cultures.

2. Dual reports by individuals or groups pointing out the advantages and disadvantages of differing tribes will be given. The contrasting lifestyles and different sheltering facilities are aspects that students should find very interesting.

3. Students will write a paragraph on "The Daily Life of a Mound Builder" (or any other tribe). This may be more for the student's interest if it is written in first person.

VI. Later Indian Inhabitants

A. Suggested Time: 1 hour

B. Objectives:

1. To become knowledgeable about the Indians who lived in Kentucky when the pioneers came to the state

2. To provide the student with an understanding of Kentucky's valuable hunting grounds

3. To convey to the student the living habits of the Indians who roamed and hunted throughout the state

4. To portray the significance of these Indian tribes, what influence they had on the early pioneers, and the heritage they left us

C. Procedures and Activities:

1. Students will do further research on selected topics.

2. Reports on the separate tribes will be given in class by individuals or small groups.

3. Students will write a paragraph on "Kentucky, the dark and bloody ground", and/or "Why Kentucky was a disputed region among various Indian tribes."

VII. Evaluation

Suggested examination is typed on separate pages in case teachers want to make a duplicating master from these pages.

Name _____

Date _____

Section I

If the statement is true, mark T in the space; if the statement is false, mark F in the space.

_____ 1. Kentucky's northern boundary is the Ohio River.

_____ 2. Of Kentucky's six regions, the Jackson Purchase is the oldest geologically.

_____ 3. The underlying rocks of the Bluegrass region are limestone.

_____ 4. The Red River, located in eastern Kentucky, is a tributary of the Licking River.

_____ 5. Kentucky became a home for many early tribes because of the plentiful game.

_____ 6. The major mineral of Kentucky, coal, is mined in both eastern and western Kentucky.

_____ 7. Archaeology is the study of rock formations.

_____ 8. One of the major reasons for the construction of dams in Kentucky is flood control.

_____ 9. Of Kentucky's six regions, only two were formed at the same time.

_____ 10. The basin of a river is a smaller river that leads into the larger river.

Section II

Match these answers in the space provided.

_____ 1. "Dark and Bloody Ground"

_____ 2. State which borders Kentucky on the south

_____ 3. World-famous pasture region

_____ 4. Cone shaped hills in this region

_____ 5. Study of past cultures

_____ 6. Early Indians of Kentucky

_____ 7. Largest region of the state

_____ 8. Tribe that built hill-like structures

_____ 9. Coal is this region's major mineral

_____ 10. River that borders western Kentucky

A. Knobs

B. Western Mountains and Coal Field

C. Pennyroyal

D. Bluegrass

E. Mississippi River

F. Mound Builders

G. Indian name for Ky.

H. Archaeology

I. Cherokees

J. Tennessee

Name _____

Section III

Fill in the blanks with the correct answer.

1. Kentucky's smallest region is the _____.
2. The _____ river has the largest river basin in Kentucky.
3. The _____ used caves as their homes.
4. The _____ region is world-famous for its Thoroughbred horses.
5. The _____ river borders Kentucky on its north-eastern boundary.
6. _____ are people who study the history of the earth.
7. The Mississippi, Ohio, and Tennessee rivers border the region called the _____.
8. _____ and _____ are two major reasons why dams were constructed on Kentucky rivers.
9. The _____ river is a major tributary of the Green River.

Section IV

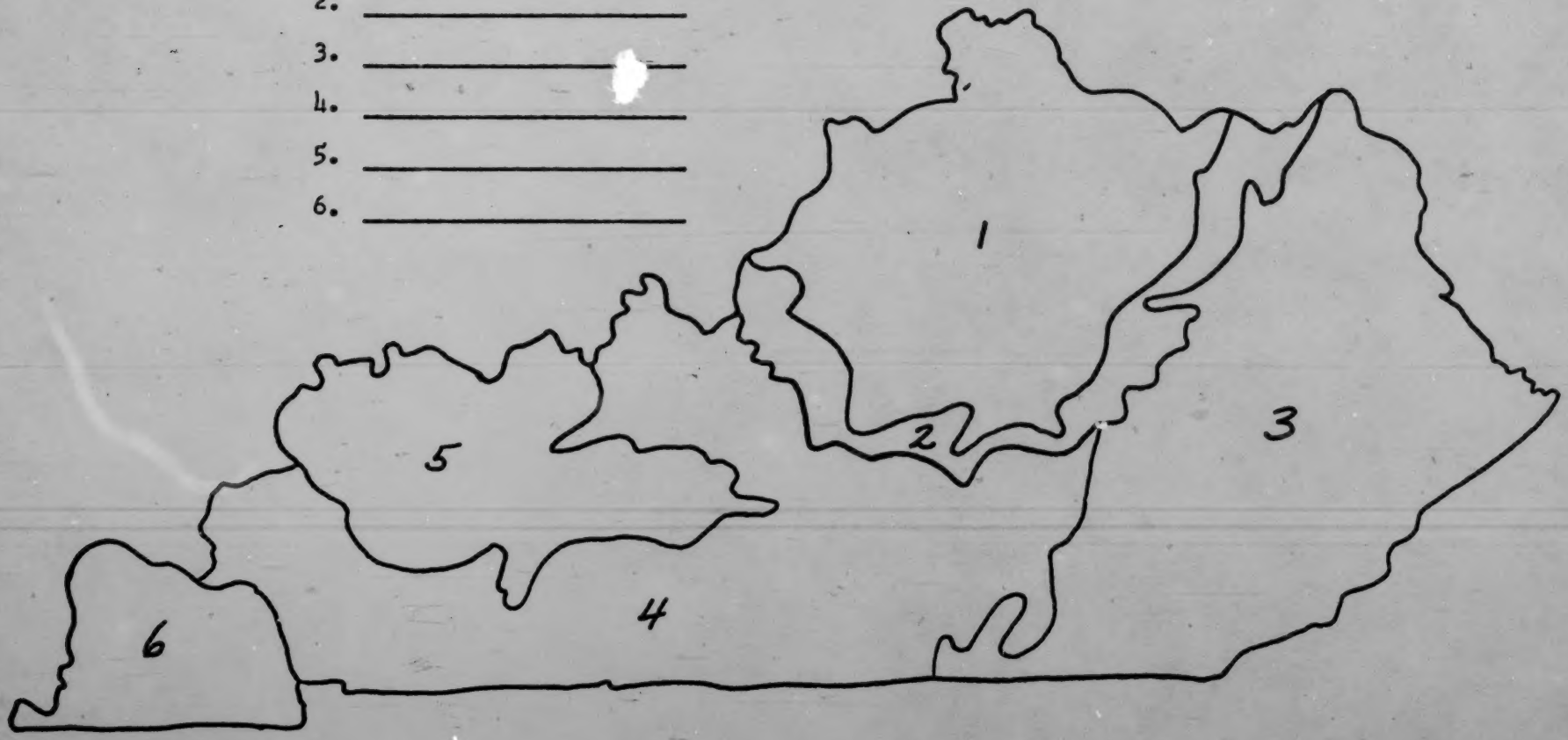
Map Skills

1. Label Kentucky's six regions on the map provided.
2. Label the following waterways on the map provided.

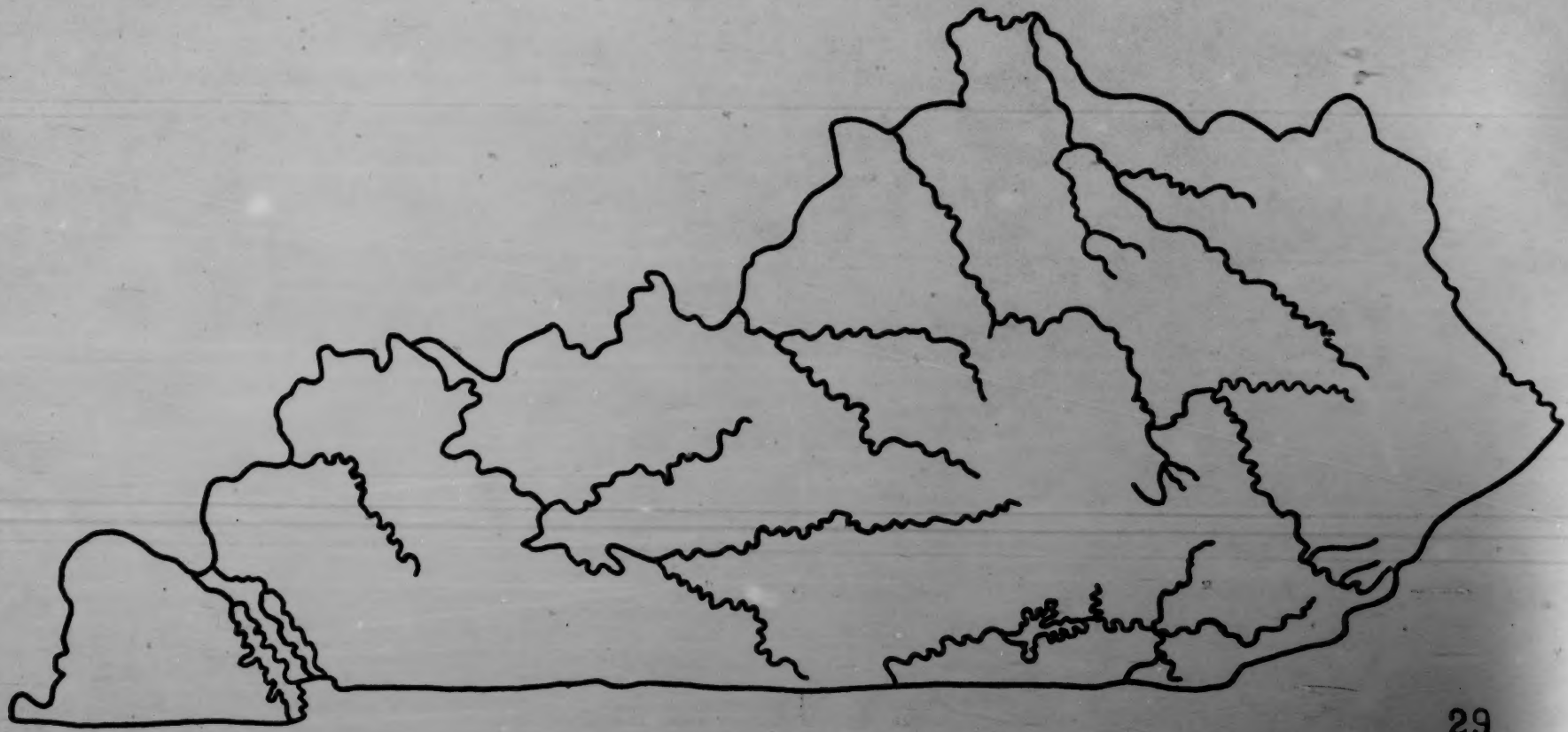
   a. Green River
   b. Kentucky River
   c. Licking River
   d. Ohio River
   e. Big Sandy River
   f. Salt River
   g. Red River

REGIONS OF KENTUCKY

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



WATERWAYS OF KENTUCKY



Suggested Test Key

Section I

1. T
2. F
3. T
4. F
5. T
6. T
7. F
8. T
9. F
10. F

Section II

1. G
2. J
3. D
4. A
5. H
6. I
7. C
8. F
9. B
10. E

Section III

1. Knobs
2. Green
3. Cave Dwellers
4. Bluegrass
5. Big Sandy
6. Archaeologists
7. Jackson Purchase
8. Flood control, recreation, or hydroelectric power
9. Barren or Rough

Section IV

1. See map included in unit on regions of Kentucky.
2. See map included in unit on waterways of Kentucky.

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Kentucky Outline Map. Indianapolis: George F. Cram Company, Inc.

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Unit II

Early Explorations of Kentucky

INTRODUCTION

In order that we may become more intelligent citizens of Kentucky, it is important that we study the heritage of our great state.

This unit emphasizes the early European claims of Spain, France, and England in the New World during the Age of Exploration. Students should understand the important role of Englishmen who were on Kentucky soil.

The location and accessibility of rivers, passages, and early settlements of Kentucky are presented to help develop an understanding of and an appreciation for the time and hardships involved in the pioneer struggle for survival.

I. European Claim

A. Suggested Time: 3 hours

B. Objectives:

1. To give the students an insight into the relationship of geography and early United States history to politics in other parts of the world

2. To promote usage of resource materials and further the ability of the students to relate environmental factors to the study of history

C. Procedures and Activities:

1. Students will choose one of the following countries: Spain, France, or England, and each group of five students will study this country and explain why each was interested in the area now called Kentucky.

2. Groups will reproduce each report and hand them out to the class members.

3. Each group will be required to make an oral presentation to the class. Emphasis will be placed on proper methods.

II. European Explorers

A. Suggested Time: 2 hours

B. Objectives:

1. To provide a background for the early exploration of Kentucky

2. To help the students better understand the early explorers, their influences on future claims, and the reasons for their claims

C. Procedures and Activities:

1. The teacher will prepare an outline map of the United States showing:

a. Spanish Claim of Ponce de Leon and Hernando de Soto

b. English Claim of John Cabot and Sir Walter Raleigh

c. French Claim of Robert LaSalle

2. The students will give reports on early European explorers.

3. The students will write a paragraph on the early explorations into Kentucky employing lesson materials if desired.

III. American Frontiersmen

A. Suggested Time: 5 hours

B. Objectives:

1. To give the student a background sufficient for some understanding of the exploration of Kentucky by early American frontiersmen

2. To understand that leadership develops where people work together

C. Procedures and Activities:

1. The students will draw a time line showing the dates of exploration into Kentucky by early pioneers, and report an experience of one of these explorers.

2. Students will create two short plays with the characters being the early American explorers.

a. The first play will include: Daniel Boone, Simon Kenton, George Rogers Clark, Mary Ingles, and Ben Logan.

b. The second play will include: James Harrod, Thomas Walker, Christopher Gist, John Finley, and Richard Henderson.

3. Students will view one or more of the following filmstrips: "George Rogers Clark" - Encyclopedia Britannica; "Daniel Boone on the Frontier" - Troll; "Daniel Boone, The Opening of the Wilderness" - Enrichment; "Story of Daniel Boone" - Society for Visual Education; "Daniel Boone: Across the Mountain Barrier" - McGraw-Hill; "Daniel Boone's Wilderness Trail" - Society for Visual Education

Raleigh
Cabot
De Leon
La Salle
De Soto

EARLY KENTUCKY FRONTIERSMEN

1749	Dr. Thomas Walker
1750	Christopher Gist
1768	John Finley
1769	Daniel Boone
1773	James Harrod
1773	Simon Kenton
1774	Richard Henderson
	Benjamin Logan
1775	Mary Ingles

4. A "Who Am I" game will be played to help the students become familiar with the explorers. The class will be divided into groups of five or six and clues to the person's identity are given. Points are given for a correct identification.

IV. Location

A. Suggested Time: 3 hours

B. Objectives:

1. To gain a broader understanding of the location and accessibility of the passages

2. To give the students a better understanding of the location of the early settlements of Kentucky

C. Procedures and Activities:

1. Maps will be used to inform the class of the locations of each passage and settlement. For clarity separate maps are suggested.

a. The first map will show the early passages:

(1) Wilderness Trail
(2) Warrior's Path

b. The second map will show the early settlements:

(1) Fort Harrod
(2) Boiling Springs
(3) Stanford
(4) Hazel Patch
(5) Boonesborough
(6) Estill's Fort
(7) Limestone
(8) Corn Island

2. Students will review the early rivers from the first unit.

3. Students will draw a time line showing the early settlements into Kentucky.

4. The class will prepare maps showing rivers, passages, and settlements in one of the following manners:

   a. Poster Board with pencil, crayons, ink, or paint

   b. Salt and flour mixture (take two parts salt with one part flour and mix with water and let dry on wooden surface)

   c. Paper Mache

V. Settlements

A. Suggested Time: 2 hours

B. Objectives:

1. To give the student a better understanding of:

   a. Why people would dare to come to a new and untamed wilderness

   b. Why great leaders are needed most in a time of struggle

   c. Why we owe so much to the few who dared cross a wilderness and who laid the foundation for our state

2. To give a broader understanding of:

   a. How the early settlers protected themselves from the elements, the beasts, and the Indians

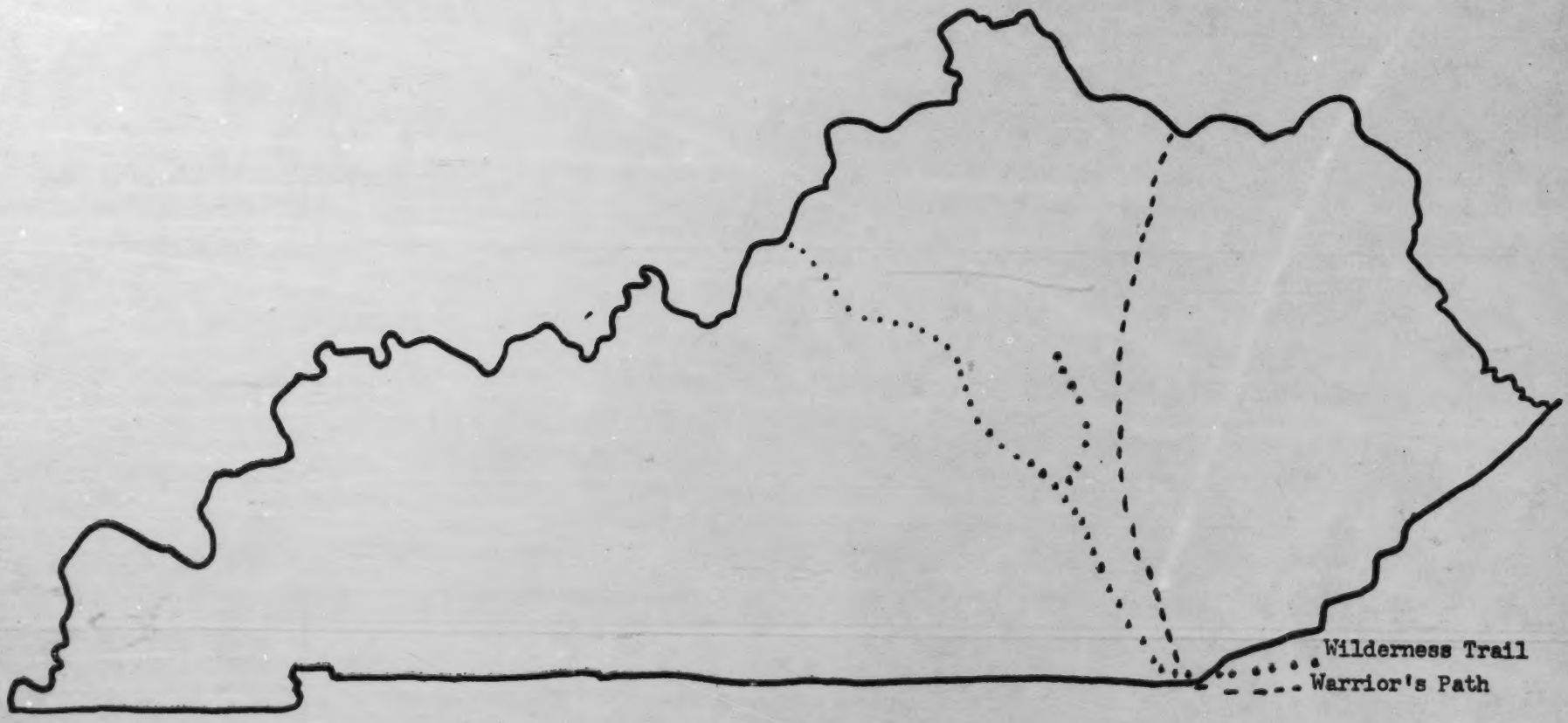
   b. How the geographic conditions helped determine where the early settlers lived

   c. How our state was formed by the amalgamation of many pioneers from the thirteen colonies as well as from foreign nations

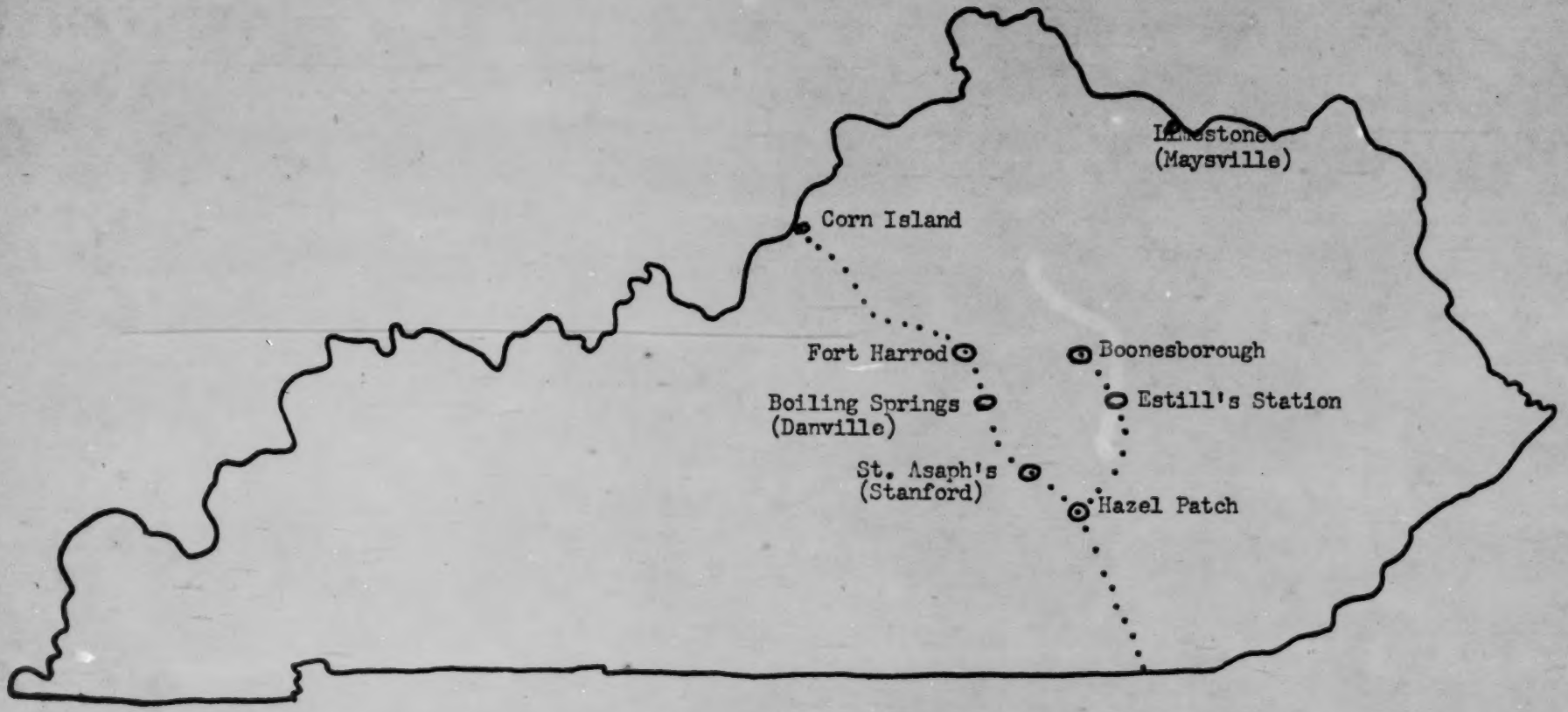
C. Procedures and Activities:

1. The students will imagine that they are back in time and investigate the changes they might find in the natural setting of early settlements.

EARLY PASSAGES INTO KENTUCKY



EARLY KENTUCKY SETTLEMENTS



EARLY SETTLEMENTS IN KENTUCKY

1774	Harrod's Town now called Harrodsburg, once called Old Town, oldest in state, settled by James Harrod
1775	St. Asaph's often called Logan's Fort, located in Lincoln County near Stanford
	Boiling Springs located near Harrodsburg, was one of the four settlements to send representative to the Transylvania Legislature in Boonesborough
	Boonesborough located on the south bank of the Kentucky River in what is now Madison County
1778	Corn Island was in the Ohio River opposite Louisville, was constructed by George Rogers Clark
	Hazel Patch located on Cumberland Gap Road in Laurel County
1780	Estill's Station located near Richmond in Madison County, was settled by Captain James Estill

2. The students could build a model of early Kentucky forts or weapons used in the early settlements.

3. Each student will write a short paper on one of the leaders in the settlement of Kentucky.

VI. Review of Rivers, Passages, and Settlements

A. Suggested Time: 1 to 2 hours

B. Objectives:

1. To familiarize the students with the time and places involved in the early pioneer struggle

2. To create a more interesting class discussion

3. To have a better understanding of the chronology of happenings and have them placed in their proper perspective

C. Procedures and Activities:

1. The following questions will serve as a basis for class discussion:

a. What was the significance of the names of the early settlements, passages, and rivers in Kentucky?

b. What prevented the exploration of Kentucky before 1674 by the white hunters?

c. Why were many of the early settlements located near a river in Kentucky?

d. What prevented so few passages into Kentucky?

2. Students will review the wall map and time lines and continue the study of the settlements and passages.

3. The class will be divided into three or four groups to do research on the early settlements and passages. After selecting the subject, doing the research, and planning the oral presentation, round table discussion will follow.

VII. Evaluation

Suggested examination is typed on separate pages in case teachers want to make a master from these pages.

Name _____

Date _____

Section I

Listed below are four European explorers. Identify which nation each represented and what area each claimed in the United States.

Name	Nation	Area in the United States
1. Ponce de Leon	_____	_____
2. Hernando de Soto	_____	_____
3. Sir Walter Raleigh	_____	_____
4. Robert LaSalle	_____	_____

Section II

Match each name with its description.

____ 1. Dr. Thomas Walker	A.	Location near Louisville
____ 2. Mary Ingles	B.	First woman in Kentucky
____ 3. John Cabot	C.	Northern boundary of Kentucky
____ 4. Ohio River	D.	Early passage in Kentucky
____ 5. Ben Logan	E.	Claimed North America for England
____ 6. Wilderness Trail	F.	St. Asaph's
____ 7. Boiling Springs	G.	Danville
____ 8. Corn Island	H.	Representative of Loyal Company
____ 9. Old Tik Likker	I.	Daniel Boone's rifle
____ 10. Alexandria	J.	A town known to John Swift

Section III

If the statement is true, mark T in the space; if the statement is false, mark F in the space provided.

____ 1. Simon Kenton was second only to Daniel Boone as a Wilderness scout.

____ 2. John Finley was a close friend of Daniel Boone.

____ 3. George Rogers Clark played an important role in the expansion of the West.

Name _____

____ 4. Stanford is the present day name of the early settlement of St. Asaph's.

____ 5. Fort Harrod was founded by John Hardin.

____ 6. Christopher Gist was a representative for the Ohio River Company.

____ 7. The Green River is located in the Jackson Purchase region.

Section IV

Choose the correct answer and place the letter in the blank at the left.

____ 1. Boonesborough was founded by (A) John Hardin; (B) Daniel Boone; (C) Simon Kenton.

____ 2. The name of the man who claimed Louisiana for France was (A) John Cabot; (B) Verrazano; (C) Robert LaSalle.

____ 3. The name of Daniel Boone's home before he came to Kentucky was (A) Alexandria; (B) Draper's Meadow; (C) Yadkin Valley.

____ 4. The settlement where Mrs. Mary Ingles lived was (A) Ohio Valley; (B) Draper's Meadow; (C) Boiling Springs.

____ 5. The man who was the head of the Transylvania Company was (A) Thomas Bullitt; (B) John Finley; (C) Richard Henderson.

____ 6. Fort Boonesborough was located on the (A) Ohio River; (B) Kentucky River; (C) Green River.

____ 7. The name of the man who adventured down the Ohio River to the Falls of the Ohio was (A) James Harrod; (B) Sam Henderson; (C) Benjamin Logan.

Section V

Map Skills

1. On the map of Kentucky, show the following settlements:

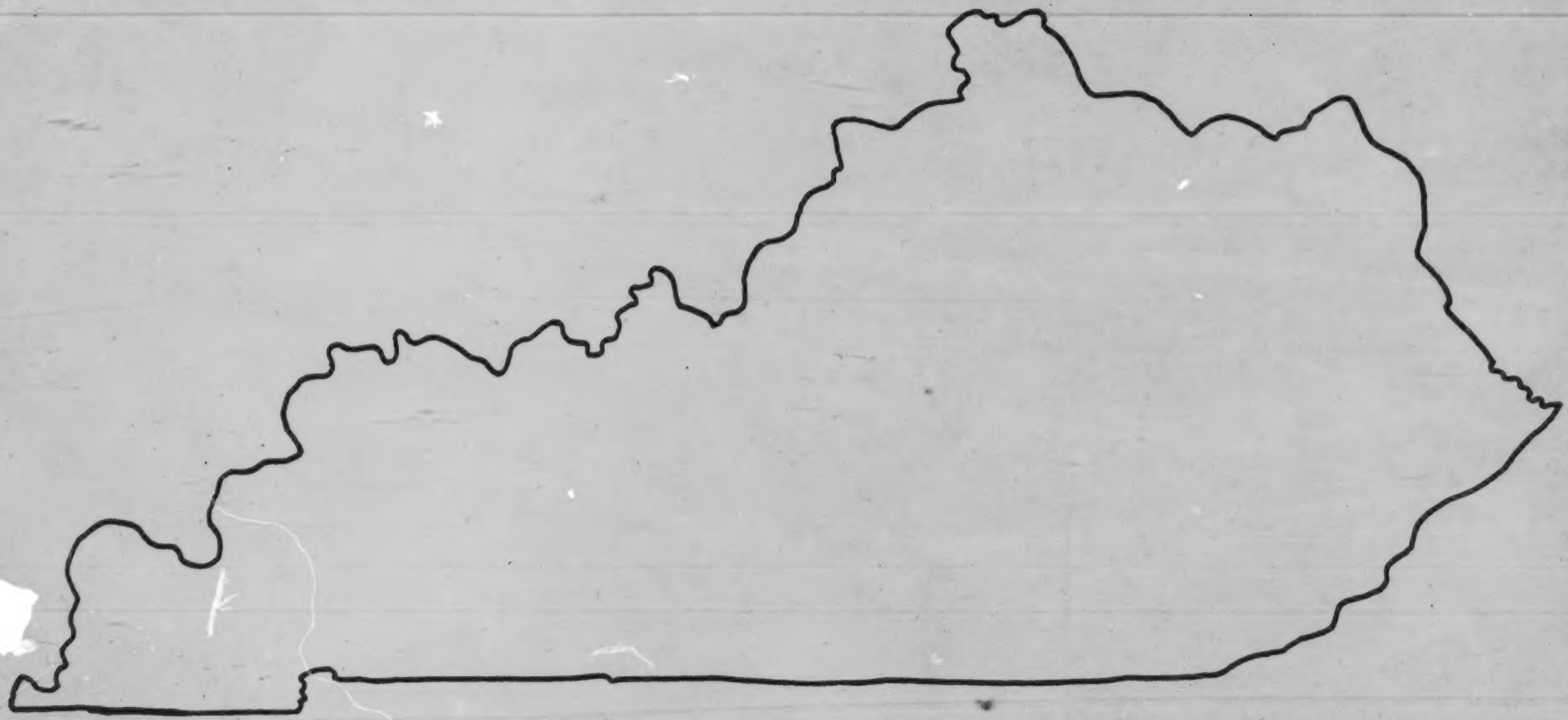
   a. Fort Harrod
   b. Estill's Fort
   c. Hazel Patch
   d. Limestone
   e. Boiling Springs
   f. Stanford
   g. Corn Island
   h. Boonesborough

2. On the map of Kentucky, show the following passages:

   a. Wilderness Road
   b. Warrior's Path

EARLY KENTUCKY SETTLEMENTS

EARLY PASSAGES INTO KENTUCKY



Suggested Test Key

Section I

	Country	Area
1.	Spain	Florida
2.	Spain	Florida
3.	England	Virginia
4.	France	Mississippi Valley

Section II

1.	H	5.	F	9.	I
2.	B	6.	D	10.	J
3.	E	7.	G		
4.	C	8.	A		

Section III

1.	T	4.	T	7.	F
2.	T	5.	F		
3.	T	6.	T		

Section IV

1.	B	4.	B	7.	A
2.	C	5.	C		
3.	C	6.	B		

Section V

1. See map included in unit on the settlements.
2. See map included in unit on the passages.

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Unit III

Development of the Government of Kentucky

INTRODUCTION

The State Government of Kentucky was formed at the request of the settlers. The events leading up to the admission of this fifteenth state necessitated its creation.

By 1780 most Kentuckians had changed their minds about "Mother" Virginia. The financial problems facing Virginia grew worse day by day. Kentucky, the most westward county, had to be neglected.

The settlers had learned to solve most of their problems without the aid of Virginia. If she could take care of herself, she did not want to be dominated by Virginia. The day of separation was drawing near.

Eight years were spent organizing and instituting the government of the State of Kentucky. Actually the government of Kentucky is the result of years of man's labors and experiences:

I. The Magna Carta
   - A. Trial by Jury
   - B. Due process of Law
   - C. No taxation without Representation

II. English Parliament
   - A. Development of form and method of our national legislature

B. Development of form and method of our state legislature

III. English Bill of Rights of 1688

IV. Experience of the American Colonies

A. Mayflower Compact

B. Charter of Colonies

C. Articles of Confederation

V. Final fruits of the Colonist's labors

The United States Constitution
The greatest form of government ever established by man

I. Introduction

A. Suggested Time: 1 hour

B. Objectives:

1. To develop an understanding that all people are affected both directly and indirectly by the historical development of the government of Kentucky

2. To arouse student interest as to why the early pioneers came to live in Kentucky

C. Procedures and Activities:

1. The question, "Why should we have factual knowledge of the history of our state government?" should create sufficient interest for discussion.

2. Some events of early pioneer struggle would be more interesting to some than others; therefore, each child could read about one or two topics that he would present to his classmates. The poor reader would definitely benefit by this.

3. Review time line showing early settlements of Kentucky.

4. Materials to be used in the unit should be introduced. (Maps, pamphlets, etc.)

5. The following assignment will be given: What were the Charter of 1609 and the Proclamation of 1763? What were the most westward counties of Virginia from 1609-1776?

II. The Origin of the County of Kentucky

A. Suggested Time: 1 hour

B. Objectives:

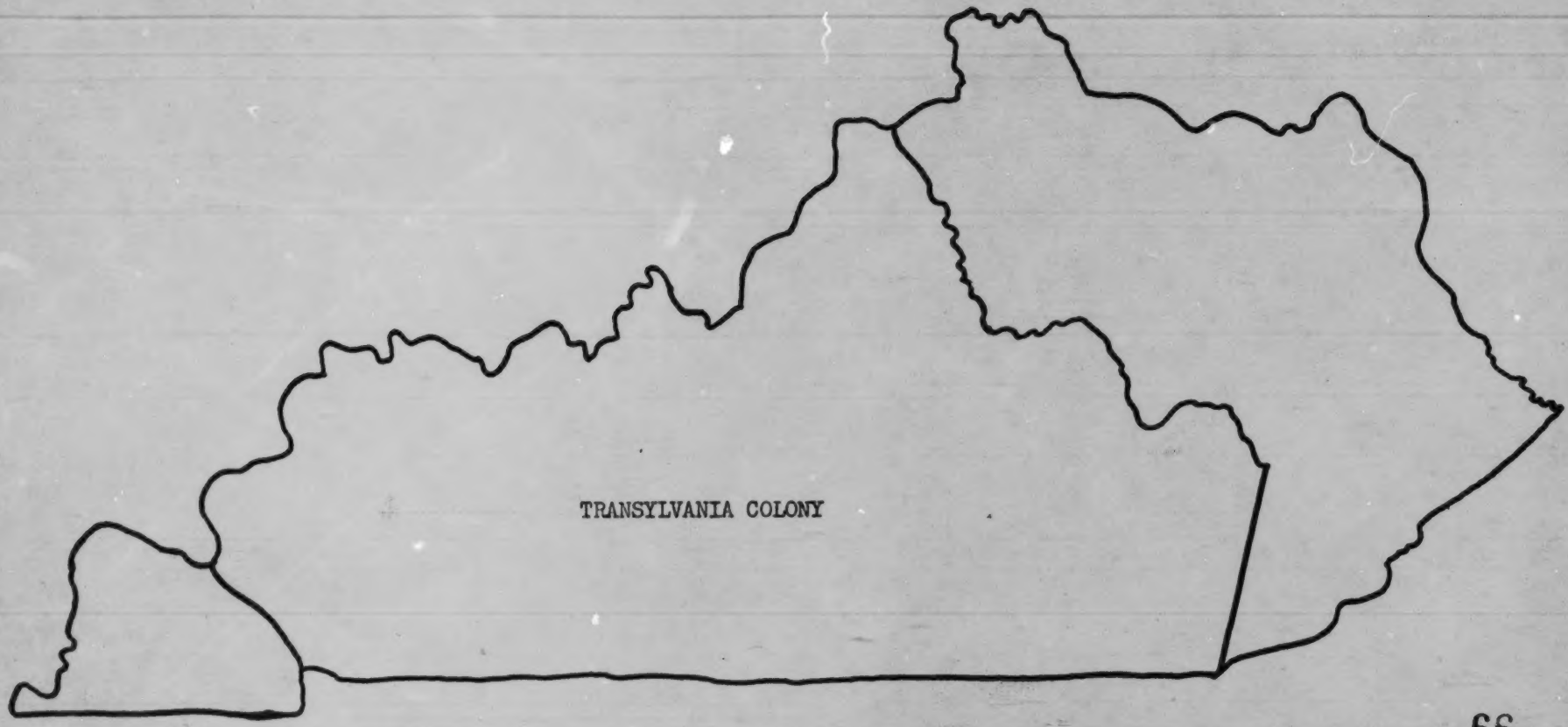
1. To help students better understand the major historical events leading up to the origin of the county of Kentucky

2. To become familiar with the early boundaries of the area now called Kentucky

CREATION OF VIRGINIA AND ITS WESTWARD COUNTIES

The Charter of 1609 - Origin of Virginia - creation of westward counties

1734	Orange
1738	Augusta
1769	Botetourt
1772	Fincastle
1776	Kentucky - This was one of the first acts of the legislative assembly by the individual state of Virginia.



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C. Procedures and Activities:

1. The class will draw a map showing the most westwardly counties of Virginia from 1609 to 1776.

2. An explanation of the boundaries of the Charter of 1609 and the Proclamation of 1763 will be given.

3. A folder for accumulating information could be made by each student. It would permit the students to express themselves in various ways. Maps, drawings, time lines, compositions, and other interesting items will be included.

4. Give the following assignment: What is a proprietary colony? How did the Transylvania Colony come into existence?

III. Transylvania: the last proprietary colony in the United States

A. Suggested Time: 2 hours

B. Objectives:

1. To learn the meaning of a proprietary colony

2. To understand why the old idea of government by lord's proprietors was obsolete at this early date

C. Procedures and Activities:

1. Use the map showing the area of the Transylvania Colony.

2. The use of a text or full explanation of Richard Henderson's purchase should be sufficient to help each student understand the illegal scheme. (Treaty of Sycamore Shoals, on the Watauga, between Transylvania Company and Cherokee Indians)

3. Give the following assignment: What was the first legislative assembly in Kentucky? Why was it held? Who were the delegates to this assembly?

IV. The First Legislative Assembly in Kentucky

A. Suggested Time: 1 to 2 hours

B. Objectives:

1. To better understand the historical significance of this meeting

2. To learn that certain governmental decisions may help or harm future developments

3. To better understand the individual responsibilities of each citizen in a Democracy

C. Procedures and Activities:

1. Discussion of the following questions should create a class interest in the legislative assembly.

   a. How does Democracy provide for individual differences?

   b. Why is Democracy based upon man's ability to govern himself?

   c. How does Democracy carry responsibilities for each member?

2. Discuss with the class how the number of delegates from each of the four settlements was based upon population.

3. Discuss the delegates from the early settlements.

   a. Harrodstown: John Lythe and James Douglas

   b. Boiling Springs: James Harrod

   c. Saint Asaph's: John Todd and John Floyd

   c. Boonesborough: Daniel Boone, Squire Boone, and Robert Callaway

4. Start a chart of the important names of the early political leaders and their important contributions.

5. Discuss a school "rule" to help the students understand what has happened, why it exists, and how it affects the future. Discuss the "pros" and "cons" of the school rule.

6. Give the following assignment: What caused some people to become dissatisfied with the Transylvania Colony? Why could George Rogers Clark be called the true "Father of Kentucky"? How did Virginia claim the area called Kentucky?

V. The End of the Transylvania Colony

A. Suggested Time: 1 hour

B. Objectives:

1. To understand why people frequently rebel against their government when it neglects the welfare of the people

2. To learn why great leaders are needed most in a time of struggle

C. Procedures and Activities:

1. Discuss with the class the following questions:

a. What happens when you are dissatisfied?

b. What happens when a great number of people become dissatisfied?

c. What kinds of things make people dissatisfied with their government?

2. Have small committees to look into the lives of these early leaders to see what troubled them and what the results of their dissatisfactions brought about at the time.

3. Discuss the two petitions sent to the Virginia Convention and the results.

a. First Petition: written and signed by 84 men who had acquired land from Henderson; price and fees charged by Henderson were the major points; March, 1776

b. Second Petition: same group questioned the validity of Henderson's title as compared with the Kings Proclamation of 1763; Gabriel Jones and George Rogers Clark presented the petition and argued for the protection of Kentucky; prepared July 17, 1776

4. Discuss the great contributions of George Rogers Clark, the true "Father of Kentucky".

5. List how Virginia claimed title to area called Kentucky.

   a. right by discovery

   b. right by Charter of 1609

   c. right by Treaty of 1763 - France, Spain, and England

   d. right by extinction of title by Six Nations at Fort Stanwix - 1768

   e. right by Henderson's abdication of power

   f. right by consent and request by the people of Kentucky

6. Give the following assignment: What offices does your county have today? What offices did the county of Kentucky have?

VI. The Creation of Kentucky County (12/3/1776)

A. Suggested Time: 1 to 2 hours

B. Objectives:

1. To help each child better understand why and how self-government is best

2. To show the students the benefits of an organized government

3. To understand why man must modify his ideas as he must adapt to the politicial changes

C. Procedures and Activities:

1. Do research to find out the duties of each officer of the County of Kentucky. (County Court Clerk, Justice of Peace, Sheriff, Constables, Coroner, and Militia Officers)

2. Have the class to write a paragraph to determine why the inhabitants wanted to become a county.

3. Discuss with the class why a Democratic Government is dependent upon man's ability to govern himself.

4. Compare the offices in the county government of today with those of the first Kentucky County to illustrate how time and change necessitate abolishing or creating needed offices.

5. Prepare a bulletin board comparing the county government of today with our first county government.

6. Have a round table discussion by dividing the class into 5 committees and allowing each committee to present the duties of one or two offices of their county government.

7. Make the following assignment: Why was Virginia unable to deal efficiently with the problems of Kentucky in 1780? Why was self-government best for Kentucky at this time?

VII. Kentucky Asks for Statehood

A. Suggested Time: 2 hours

B. Objectives:

1. To understand how the creation of more than one county brought about disunity

2. To show how the location of Kentucky contributed to the need for statehood

3. To emphasize the importance of a state government controlled for the people and by the people of that state

C. Procedures and Activities:

1. Have the class prepare a series of pictures showing the means of communication, transportation, and problems facing the Unites States in 1780. Ask each child to write a paragraph showing how each hindered the statehood of Kentucky.

2. Set the scene similar to this idea: Imagine going to a place such as Kentucky in 1784 and attempting to ask for separation from Virginia and statehood for Kentucky. Think about and discuss how you would lay the foundation for a new state. (You could add more time, add other problems such as disputes, leaders, representation, and other factors associated with such a task: why, when, where, how, and who).

3. Present to the class a time line showing the ten conventions and other interesting items.

4. Have the class do research on the Enabling Acts passed by the Virginia Convention.

5. Have the class develop through discussion a "Chart of Summarization" on which major political developments might be listed.

6. Present the map showing:

   a. Kentucky County

   b. Counties of Jefferson, Lincoln, and Fayette in 1780

7. Discuss the Danville Political Club:

   a. Colonel George Nicholas: the author of the Constitution of Kentucky

   b. The Political Club suggested the representation by population (In Virginia at that time each county had same number of representatives)

   c. The Political Club also studied the Constitution of the United States. This is evident in the construction of the one of 1793 for Kentucky.

   d. The club consisted of thirty members. It is a striking list of early Kentucky men. Nearly all of them afterward held important offices of honor and trust in some level of government. Their names were as follows:

Harry Innes	Samuel McDowell
Christopher Greenup	William McDowell
John Brown	Benjamin Sebastian
Robert Craddock	Baker Ewing
Thomas Todd	P. Tardeveau
John Belli	William Kennedy
G. J. Johnston	Willis Green
George Muter	James Speed
Peyton Short	Matthew Walton
Stephen Ormsby	William McClung
Thomas Allin	James Brown
Thomas Speed	Robert Dougherty
Abe Buford	Joshua Barbee
John Overton, Jr.	James Overton
David Walker	James Nourse

8. Give the following assignment: What is the Constitution of the United States? This Constitution gives what powers to the State Government? The first Governor of Kentucky was elected by what means?

VIII. Kentucky, The First State West of the Alleghany Mountains

A. Suggested Time: 5 hours

B. Objectives:

1. To understand that the State Government derives its powers from the Constitution of the United States

2. To emphasize the time in which the organizational structure was laid for our state government

C. Procedures and Activities:

1. Have the class look over the United States Constitution and locate the powers given to the state.

2. The students could read about the location of the first capital and the election of the first Governor.

3. Prepare a chart showing the ten most important events and the ten most important men contributing to the statehood of Kentucky.

4. Students will locate terms from this unit that are hidden in the puzzle included.

5. Student will view the following filmstrips:

a. The American Experience in Democracy Series - SVE

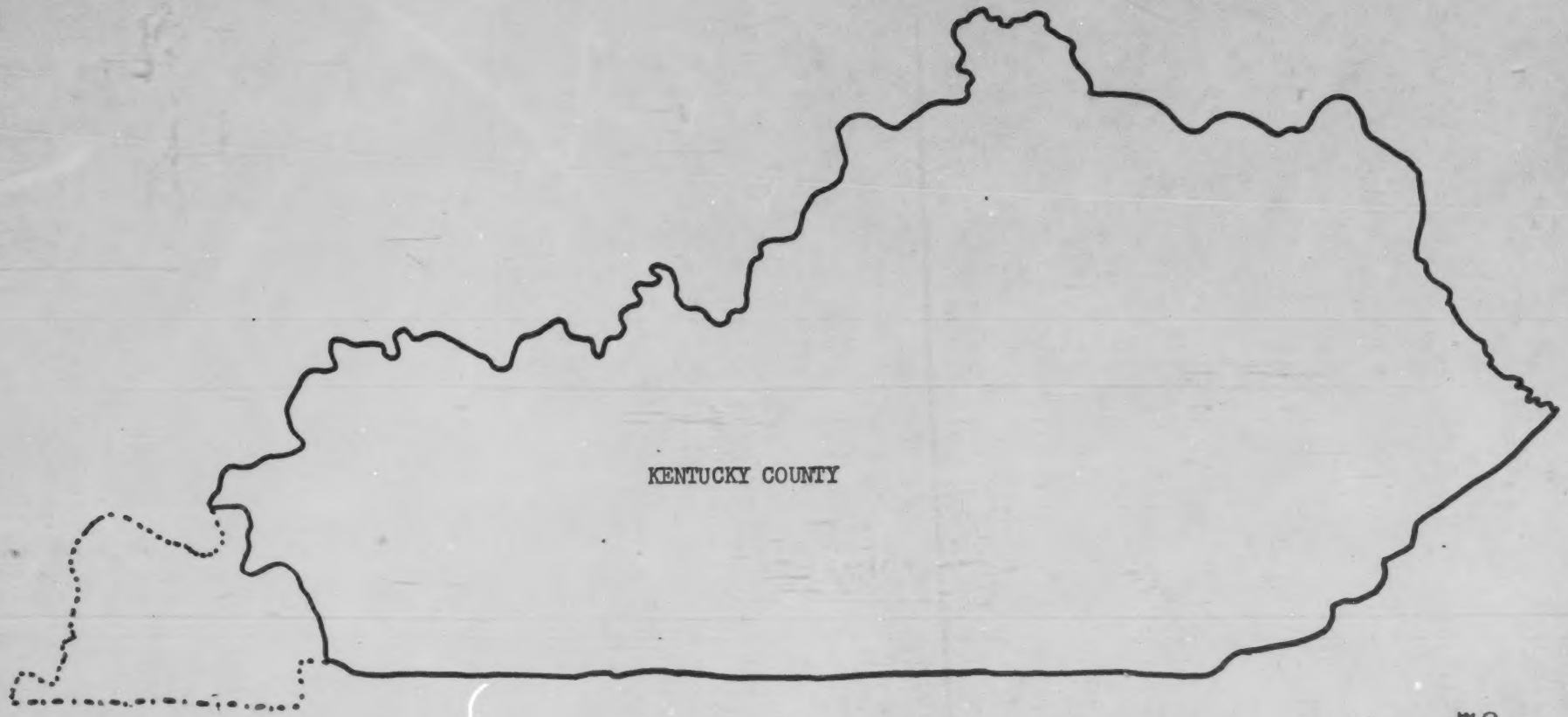
b. Our National Government Series - SVE

IX. Evaluation

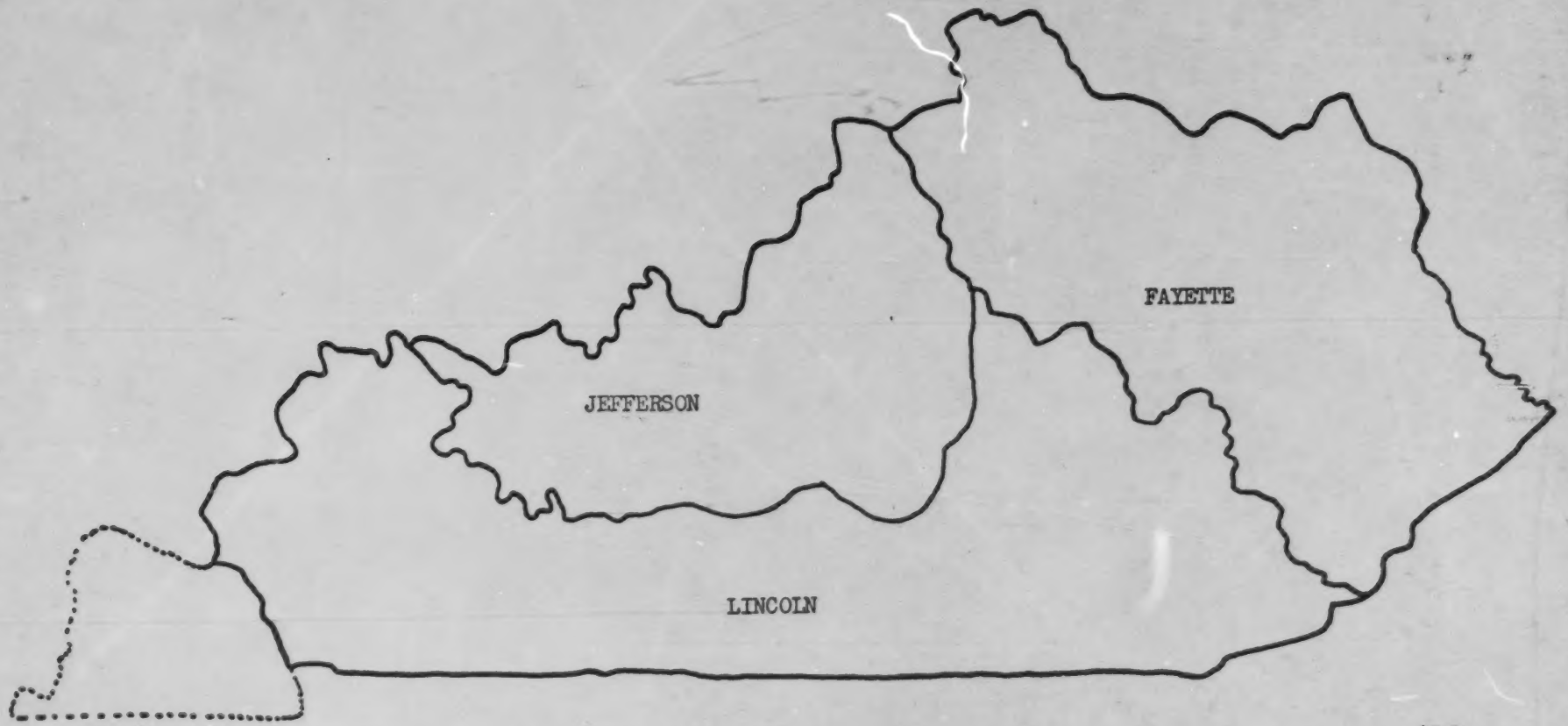
Suggested examination is typed on separate pages in case teachers want to make a duplicating master from these pages.

CONVENTIONS' TIME LINE

December, 1784	First
May, 1785	Second
August, 1785	Third
January, 1786	First Enabling Act
September, 1786	Fourth (lack of quorum)
January, 1787	Fourth
September, 1787	Fifth
July, 1788	Sixth
November, 1788	Seventh
July, 1789	Eighth
December, 1789	Fourth Enabling Act
July, 1790	Ninth
June 1, 1791	Separation of Kentucky into independent State of the United States
February, 1791	The Congress of the United States approves its admission
April, 1792	Tenth
June, 1792	First State Legislature


KENTUCKY COUNTY

KENTUCKY COUNTIES in 1780



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78

DEVELOPMENT OF THE GOVERNMENT OF KENTUCKY

A Z R O B E R T C A L L A W A Y M N O P Q R S E R T U A

T R F C O N S T A B L E S E D C B A Z Y E X N W I T V B

R O T R A N S Y L V A N I A C O M P A N Y O A B C D Y C

A G P I Q R S T L U V W X E A Y Z A O B O C D A H E N D

C E U T C S R Q P B O N G M T L K R J B T H P B A F O E

A O V F O L W J X Y M N Z A S U O L L A B M C D R E L F

N R O I U P E U Q R A E S T U C V E W X O Y Z A D B O G

G G S N N A N S B R C D S E G F I G F C H I J K H L C H

A E A C T W G T O V U T S S U N R Q R F P O N M E S Y I

M R L A Y X L I Y F Z A B C A D E E F G I H J I N R R J

U O O S C Y I C T A C S R D Q E W P O N M R L K D E A A

A G B T O K S E C Y D O E F G O V H I J K L E M E C T M

W E C L U C H O A E B C N O L D E I F G H I J H R I E E

X R I E R U P F X T V U R F J O H N T O D D L K S F I S

T S N B T T A P Y T W R Y T E S R N Q A P O N M O F R H

R C E C C N R E Z E A A F L K D M P L S L T U V N O P A

U L G D L E L A A H M G H I J N E O Q O R S W X Y A O R

O A R E E K I C S B A Z M K L E Z R Y X C W I A Z I R R

T R O E R C A E N O S R E F F E J B A B U N C G O T P O

E K E F K D M U V W X Y N I J D A C A T T V I G E I B D

T J G G H A E D A N V I L L E P O L I T I C A L C L U B

O K L M J I N T S R Q P O H G F R Q P O N O J H F I C T

B N C H A R T E R O F C O L O N I E S M L K N I E M D U

Find the following hidden terms:

			Augusta
County Court Clerk	Justice of Peace	Daniel Boone	Fincastle
Articles of Confederation	Militia Officers	Robert Callaway	Botetourt
Charter of Colonies	Mayflower Compact	James Harrod	Constables
Danville Political Club	Magna Carta	John Todd	Fayette
Legislative Assembly	English Parliament	Orange	Lincoln
Transylvania Company	Proprietary Colony	Sheriff	Jefferson
George Rogers Clark	Richard Henderson	Coroner	Kentucky

Name _____

Date _____

Section I

If the statement is true, mark T in the space; if the statement is false, mark F in the space provided.

_____ 1. Daniel Boone was a delegate to the first legislative assembly of Kentucky.

_____ 2. George Rogers Clark attempted to sell Kentucky to Spain.

_____ 3. A proprietary colony is owned by a country.

_____ 4. Governmental decisions of today may harm some future development.

_____ 5. Virginia had too many problems to look after Kentucky in 1780.

_____ 6. Henderson bought an area of Kentucky from France.

_____ 7. Isaac Shelby, the first Governor of Kentucky, was elected by the people.

_____ 8. The Constitution of Kentucky derives its power from the Constitution of the United States.

_____ 9. Lincoln County was named in honor of Abraham Lincoln.

_____ 10. The Danville Political Club suggested representation by population.

Section II

Give the correct response to the following:

1. The first legislative assembly of Kentucky had delegates from the following four settlements.

_____ _____

_____ _____

2. _____ finally convinced the Virginia Assembly that Kentucky was worth defending.

3. _____ and _____ are two counties that at one time included most of the area we now call Kentucky.

4. _____ is the document that gave Virginia the right to own the area called Kentucky.

5. The four reasons why Kentucky benefited from statehood are:

a. _____

Name _____

b. _____

c. _____

d. _____

6. Four offices of the County of Kentucky were:

a. _____

b. _____

c. _____

d. _____

7. Six county offices and their officers are:

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

8. People become dissatisfied with political decisions because

_____

_____

_____

9. Tell how the Democracy is based upon man's ability to govern himself.

_____

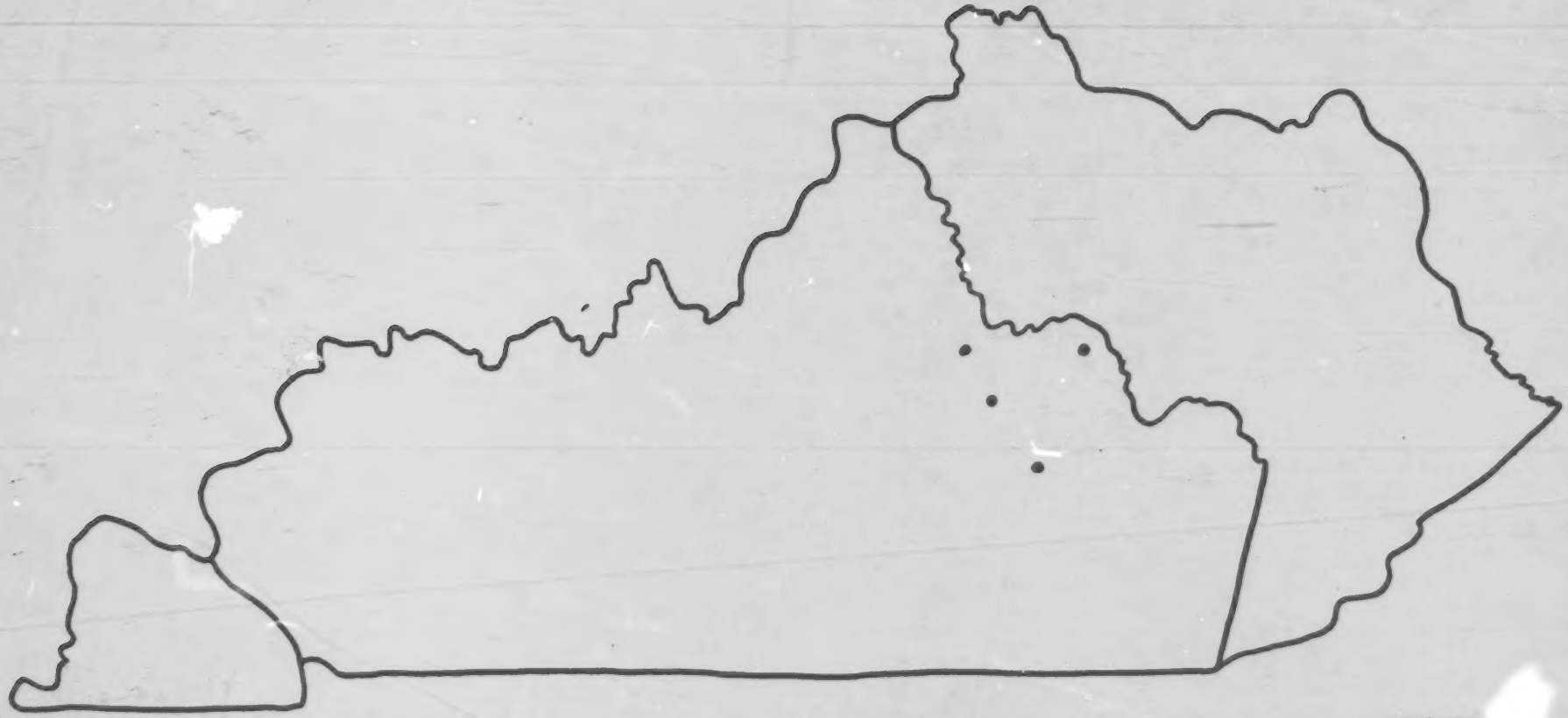
_____

_____

Section III

On the map of Kentucky, locate the following:

1. Harrodstown
2. Transylvania Colony
3. Boiling Springs
4. Saint Asaph's
5. Danville
6. Boonesborough



82

83

Suggested Test Key

Section I

1.	T	6.	F
2.	F	7.	F
3.	F	8.	T
4.	T	9.	F
5.	T	10.	T

Section II

1. Harrodstown — Boiling Springs
   Boonesborough — Saint Asaph's
2. George Rogers Clark
3. Answers will vary: May include any of the following:
   Orange, Augusta, Botetourt, Fincastle, Kentucky
4. Charter of 1609
5. Answers will vary
6. County Court Clerk — Justice of Peace
   Sheriff — Constables
   Coroner — Militia Officers
7. County Judge — County Court Clerk
   County Attorney — Sheriff
   County Coroner — County Jailer
   Circuit Court Clerk — Answers will differ according to counties
8. Answers will vary
9 Answers will vary

Section III
See map included in unit on the settlements.

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"Profile of the Congress"
"The Supreme Court"

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"The Declaration of Independence"
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"The Articles of Confederation"
"The Growth of the Constitution"
"The Presidency"
"The Congress"
"Political Parties"
"The Federal Judiciary"

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Unit IV

The Constitution of Kentucky

INTRODUCTION

The Constitution of Kentucky guides and directs the citizens of this Commonwealth. This set of laws affects us directly and indirectly every day.

This unit was written to help children learn about our state constitution. All children have a right to learn of the basic laws of their state constitution.

Knowledge of our state constitution will result in a more enlightened citizenry of Kentucky. Without this knowledge of our municipal, county, and state governments, we cannot expect the much needed revision of the basic law of Kentucky, the Constitution.

The suggested text, Constitution of the Commonwealth of Kentucky, is published by the Kentucky Legislative Research Commission, Frankfort, Kentucky, 1970, Informational Bulletin No. 39.

I. Introduction to the Constitution

A. Suggested Time: 1 hour

B. Objectives:

1. To become aware that we live under a state constitution and without this set of laws the entire system of state government would result in chaos

2. To better understand that a Democracy carries responsibilities for all members

3. To better understand that everyone is affected by the Constitution

4. To understand that an educated citizenry is essential in a Democracy

C. Procedures and Activities:

1. "The Story of Kentucky's Constitution: An Explanatory Essay," pages v - ix will be used. A brief discussion of the major points will help to establish the needed background.

2. A comparison of the State and Federal Constitutions will allow each child to better understand how the State derives its power from the Federal Constitution.

3. The question, "What powers are given to the State Government, and why?" should create a class discussion.

4. Students will view the filmstrips in the "Constitution of the United States" series from Eye Gate.

5. The following assignment will be given: What is the Bill of Rights? Compare the Preamble of the Federal Constitution and the Preamble of the State Constitution. How are they alike and how do they differ?

II. The Bill of Rights

A. Suggested Time: 1 hour

B. Objectives:

1. To understand that the principles of liberty are stated in the Bill of Rights

2. To understand that all laws in our State that are contrary to the Bill of Rights are illegal

3. To become familiar with the vocabulary used in the Bill of Rights

C. Procedures and Activities:

1. The student will define the following words and any others needed:

a. inherent	j. indictable
b. inalienable	k. double jeopardy
c. arbitrary	l. judicial
d. emoluments	m. habeas corpus
e. inviolate	n. expost facto
f. redress	o. attainder
g. revocation	p. involuntary servitude
h. ecclesiastical	q. subordinate
i. issuance	

2. The four sections could be discussed and an explanation of how Democracy provides for individual differences would be most helpful.

3. A comparison of the Bill of Rights of the State and Federal Constitution would follow.

4. Students will view the filmstrips in the "United States Constitution in Plain English" series from Eye Gate.

5. Students will prepare a bulletin board showing the Bill of Rights of our State Constitution.

6. The class will discuss events of everyday life that can happen because of the Bill of Rights.

7. The following assignment will be given: Do some research and study on the three distinct departments of our state government: legislative, executive, and judicial.

III. The Three Distinct Departments

A. Suggested Time: 4 hours

B. Objectives:

1. To understand why there is a distribution of power

2. To learn the powers and duties of each department

3. To learn the procedures of each branch

C. Procedures and Activities:

1. The class will discuss the following topics concerning the Legislative Department:

a. The General Assembly of the State of Kentucky

b. The qualifications and elections of members

c. The districts of each body

d. The elected officials representing the local district

e. How a Bill becomes law (A letter could be sent to one of the local elected officials.)

2. The class will discuss the following topics concerning the Executive Department:

a. The qualifications and functions of the governor and lieutenant governor (An interesting bulletin board or poster could be made from this information.)

b. The county officials, their qualifications, duties, and limitations

3. The class will discuss the following topics concerning the Judicial Department:

a. The qualifications, members, elections, and duties of the following:

(1)	Court of Appeals	Sections 110 - 124
(2)	Circuit Court	125 - 138
(3)	Quarterly Court	139
(4)	County Court	140 - 141
(5)	Police Court	143
(6)	Fiscal Court	144

b. Committees will be formed to study the courts and present in a project form the qualifications, numbers, elections, and duties of each court member.

4. The class will show their concern for election and suffrage by doing the following:

   a. Holding an election for a state office and discussing the opponent's qualifications as well as your own

   b. Discussing the question, "Is eighteen too young to vote?"

5. The class will do a study of municipalities.

   a. Make a list of the offices and show how they vary from city to city

   b. Discuss the four levels of government and show how each performs a separate but needed function: Municipal, County, State, and Federal

6. Students will view the filmstrip "Your County Government" from Bradbury and Associates.

7. The class will discuss the following questions regarding revenue and taxation:

   a. Why do the governments need revenue?

   b. What are the main sources of revenue?

8. The following assignment will be given: How does the Constitution provide for education?

IV. Education

A. Suggested Time: 1 hour

B. Objectives:

1. To develop an understanding of the school system of Kentucky

2. To understand how time has necessitated alterations in our public school system

C. Procedures and Activities:

1. Have a school official explain to the class how the school system operates.

2. Explain the major points of Kentucky's Minimum Foundation Program.

V. Corporations, Railroads, Commerce, and the Militia

A. Suggested Time: 1 hour

B. Objectives:

1. To develop an understanding of how business, transporation, and trade are protected by the Constitution

2. To understand why the militia is needed to protect citizens of Kentucky

C. Procedures and Activities:

1. Define all unknown words, whereby reading will be more meaningful.

2. Discuss the following questions:

a. Why do we need industry?

b. What is the National Guard?

3. The following assignment will be given: What are the General Provisions in the Constitution?

VI. General Provisions

A. Suggested Time: 1 hour

B. Objectives:

1. To understand that some parts of the General Provisions are antiquated

2. To develop an understanding that some items not covered in the Constitution are put under this broad heading

C. Procedures and Activities:

1. Have the students locate some antiquated parts of these Provisions.

2. Permit the students to discuss the Provisions that are relevant today.

3. Give the following assignment: How may the Constitution be changed?

VII. Mode of Revision

A. Suggested Time: 1 hour

B. Objectives:

1. To understand how our State Constitution can be amended

2. To understand that the State Constitution must be altered as our world changed with amazing rapidity

C. Procedures and Activities:

1. The students could prepare a bulletin board showing the process of amending our State Constitution.

2. Allow the students to prove or disprove the following: Many provisions of our State Constitution are no longer suitable to conditions of today.

3. The comparison of conditions in 1890 with those of today would allow the students to better understand why our Constitution must be amended.

a. The conditions of Kentucky in 1890:

(1) The state's population was 1,858,000 and over 80 percent rural.

(2) Travel was by horse and buggy, steamboat, or slow train. Few businesses had telephones, and electric lights were exceedingly rare.

(3) The 40-hour week was still a dream and Social Security and Workmen's Compensation Programs weren't even in the discussion stage.

(4) Almost one-third of the population was unable to read and there was no compulsory education.

(5) State government cost about three and a half million dollars a year and provided few services.

(6) Two-thirds of our modern technical advancements were non-existent.

b. The changes that have taken place in Kentucky:

(1) The state's population is 3,219,311.

(2) Automobiles, jet planes, television, electric lights, radios, and telephones are taken for granted in this day of guided missiles, atomic powered submarines, and space satellites.

(3) Large-scale programs of Social Security and Workmen's Compensation have been put into operation.

(4) Illiteracy has been greatly reduced and a program of compulsory education is in effect.

(5) State government now costs half a billion dollars yearly and provides numerous services.

(6) Striking technological advancements have been made in numerous fields since 1890 resulting in such things as atomic energy, x-ray, sulfa drugs, penicillin, polio vaccine, and machinery of all types.

VIII. Evaluation

Suggested examination is typed on separate pages in case teachers want to make a duplicating master from these pages.

Name _____

Date _____

Section I

If the statement is true, mark T in the space; if the statement is false, mark F in the space provided.

_____ 1. The Court of Appeals is the highest Court in the Judicial Department of Kentucky.

_____ 2. The Governor may succeed himself.

_____ 3. The number of delegates to a Constitutional Convention will be as many delegates as there are members of the General Assembly.

_____ 4. The Governor may call an extraordinary session of the General Assembly.

_____ 5. All citizens of Kentucky have the right to vote in any state election.

_____ 6. The Constitution of Kentucky has a Bill of Rights.

_____ 7. The Preamble explains why the State Constitution was established.

_____ 8. The Governor and Lieutenant Governor must be of the same political party.

_____ 9. A state representative is elected for a four-year term.

_____ 10. Each county shall have a Circuit Court.

Section II

Name the following:

1. Governor _____
2. Lieutenant Governor _____
3. State Senator from your district _____
4. State Representative from your district _____
5. County Judge _____
6. County Court Clerk _____
7. County Sheriff _____
8. County Jailer _____
9. County Attorney _____
10. County Coroner _____
11. Magistrate from your district _____

Name _____

12. Three Departments of our State Government

a. _____

b. _____

c. _____

13. One primary duty of the Court of Appeals

_____

14. One primary duty of the County Court

_____

15. One primary duty of the Circuit Court

_____

16. One primary duty of the Police Court

_____

Suggested Test Key

Section I

1. T	6. T
2. F	7. T
3. F	8. F
4. T	9. F
5. F	10. T

Section II

Answers will vary according to points discussed during the unit.

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Unit V

The Civil War

INTRODUCTION

The bitterly fought Civil War was the most difficult period in the history of Kentucky. Suffering, death, destruction, hatred, and mistrust were left in the path of each army.

Kentucky, daughter of the East and Mother of the West, was now caught between the North and the South.

Kentucky, unable to seek neutrality, unable to support the Union, and unable to secede was torn between the North and the South.

There are no statistics to indicate the exact amount of support the people of Kentucky gave to either cause. They believed and fought for what they thought was right. Their contributions are immeasurable.

Gray was to rise against Blue.

I. Economics

A. Suggested Time: 2 hours

B. Objectives:

1. To learn how the economy of a region determines the way of life

2. To become familiar with a tariff

3. To understand why a region of free labor would oppose slavery

4. To become familiar with ways slavery has led to armed rebellion or civil strife throughout history

C. Procedures and Activities:

1. Students will prepare a chart comparing the economy of the North and the South -- 1860.

2. Have a discussion of the questions, "Why should free labor demand a high tariff?" and "Why would a region of slavery usually have a low tariff?"

3. Students could research the topic of slavery and find other nations that have had civil strife due to slavery (Ancient Egypt, Hebrews; Rome, Captive Slaves; and Russia, Serfs).

4. Prepare a graph -- bar, line, picto, or circle -- comparing the slave and free people of each state, 1860.

5. Each student could keep a folder to hold information. A large notebook could be kept with each student contributing an article. Select the best materials of each day. This would contain a variety of work -- maps, graphs, charts, reports, and other interesting work.

II. Storm Clouds

A. Suggested Time: 3 hours

B. Objectives:

1. To develop a realization that Kentucky was caught between the regions of the North and South

2. To develop an appreciation of the various attempts that were made to resolve the differences between the regions of the North and South

3. To learn of the Kentuckians who attempted to mediate between the North and South, abolish slavery, or help slaves escape

4. To learn of the Kentuckians who favored slavery

C. Procedures and Activities:

1. Imagine that the students could go back in time to 1850 to visit Kentucky, Louisiana, and New York. Complete the following chart. Ask why neutrality was impossible.

2. Study a time line showing the more important incidents leading up to the Civil War. See time line included.

3. Research the following: Missouri Compromise; Compromise of 1850; and Kansas-Nebraska Act, giving the purpose and outcome.

4. A bulletin board showing the contributions of the following would be helpful.

   a. Henry Clay, "Great Pacificator"

   b. Abraham Lincoln, President of the United States

   c. James G. Birney, Abolitionist

   d. Cassius M. Clay, "Lion of White Hall"

   e. Joseph Holt, Secretary of War of the United States

5. A bulletin board showing the Kentuckians who were in favor of slavery and the stand they took could be done.

   a. Jefferson Davis, President of the Confederate States

   b. Governor Beriah Magoffin, resigned as Kentucky's governor due to his Southern loyalty

   c. John Breckinridge, Secretary of War of the Confederate States

6. The "Underground Railroad" or way to freedom was a never ending desire of most slaves. The students could research the problems encountered by the slaves. (Some were returned so money could be obtained while other free blacks were kidnapped only to be sold in the South.) The Lilac Hill home in Hardinsburg was known as one of the many rest stops of the Underground Railroad.

III. War

A. Suggested Time: 5 hours

B. Objectives:

1. To develop an understanding of the causes that lead to the Secession and Civil War

2. To develop an understanding of the advantages of the North and the South

3. To understand the creation of the Confederate States of America

4. To learn about two native Kentuckians who would oppose each other as heads of government

5. To learn the terms and concepts

6. To learn the more important military leaders

7. To learn the strategy of the North and the South

8. To discover how Kentucky was a state with two governments and a member of the United States and the Confederate States

9. To understand Kentucky's part in the War

10. To appreciate the horrors each side endured in attempting to defend the way of life created by economic conditions

11. To understand the ultimate outcome strengthened our Federal Constitution by preserving the Union

C. Procedures and Activities:

1. An explanation or discussion of Sectionalism, Slavery, and Differing Political Views would allow each student to better understand the whys of the War. This would serve as a means of getting information to the poor reader.

a. Sectionalism

(1) North

(a) Trade and Manufacturing

(b) Free Labor

(c) High Tariff

(d) Larger population centers

(2) South

(a) One-crop Economy

(b) Slave Labor

(c) Low Tariff

b. Differing Views -- Political

(1) North

(a) Strong Federal Government

(b) Secession Unconstitutional

(2) South

(a) States' rights

(b) Right to secede

(c) State had the right of nullification

c. Slavery

2. The student could construct a bulletin board showing the advantages of the North and the South.

a. North

(1) Larger population

(2) Natural resources

(3) Industry

(4) Transportation

(5) Communication

(6) Army and Navy

(7) Lincoln's leadership

(8) Established currency

	Louisiana	Kentucky	New York
Slavery protected by state constitution			
Economy built upon slavery (partially)			
Slave trade			
Economic ties with the North			
Favored protective tariff			
Cultural ties with the North			
Cultural ties with the South			
Some aristocrats who thought it below their dignity to work with slaves			
Outstanding leaders opposed to slavery			
Civil War would divide brother against brother			
Divided sentiment			
Wanted to be neutral			
Economic ties with the South			

	Louisiana	Kentucky	New York
Slavery protected by state constitution	X	X	
Economy built upon slavery (partially)	X	X	
Slave Trade	X	X	
Economic ties with the North		X	X
Favored protective tariff		X	X
Cultural ties with the North		X	X
Cultural ties with the South	X	X	
Some aristocrats who thought it below their dignity to work with slaves	X	X	
Outstanding leaders opposed to slavery		X	X
Civil War would divide brother against brother		X	
Divided sentiment		X	
Wanted to be neutral		X	
Economic ties with the South	X	X	

Incidents leading up to the Civil War

1820	Missouri Compromise
1850	Compromise of 1850
1852	Uncle Tom's Cabin
1854	Kansas-Nebraska Act
1855-56	Bleeding Kansas
1857	Dred Scott Decision
1858	Lincoln-Douglas Debate
1859	John Brown's Raid
1861	Election of Lincoln
1861 - Feb.	Formation of Confederacy
1861 - April	Fort Sumter

b. South

(1) Fighting for independence

(2) Leaders

3. A new nation was born in February of 1861 at Montgomery, Alabama. Permit each student to construct a chart showing the date each state seceded and the creation of the Confederate States of America.

4. Each student will write a paragraph about each great leader -- Abraham Lincoln and Jefferson Davis. Discuss their backgrounds, speeches, and contributions. Discuss the Shrines constructed to honor each one.

5. Using the dictionary or history book, define all words, thereby making the reading more meaningful.

a. sectionalism
b. states' right
c. amnesty
d. sharecropping
e. Emancipation Proclamation
f. Confederacy
g. Secede
h. nullification
i. reconstruction

6. Make a list of the more prominent military leaders.

a. Confederate States

(1) General John Hunt Morgan -- Kentucky

(2) General George B. Crittenden -- Kentucky

(3) General Simon Bolivar Buckner -- Kentucky

(4) General Robert E. Lee

(5) General Thomas "Stonewall" Jackson

(6) General Albert Sidney Johnston -- Kentucky

(7) General Joseph E. Johnston

b. United States

(1) General Thomas L. Crittenden -- Kentucky

(2) General Ulysses S. Grant

(3) General Robert Anderson

(4) General William T. Sherman

(5) General George Pickett

(6) Flag Officer David G. Farragut

(7) General George McClellan

7. Students will list the three main advantages of each side.

a. Strategy of the South

(1) Hold out until North grew tired of the war

(2) Invade North if possible

(3) Foreign Aid

b. Strategy of the North

(1) Divide and Conquer

(2) Blockade

(3) Capture the confederacy

8. Students may read about the Confederate Government established at Russellville.

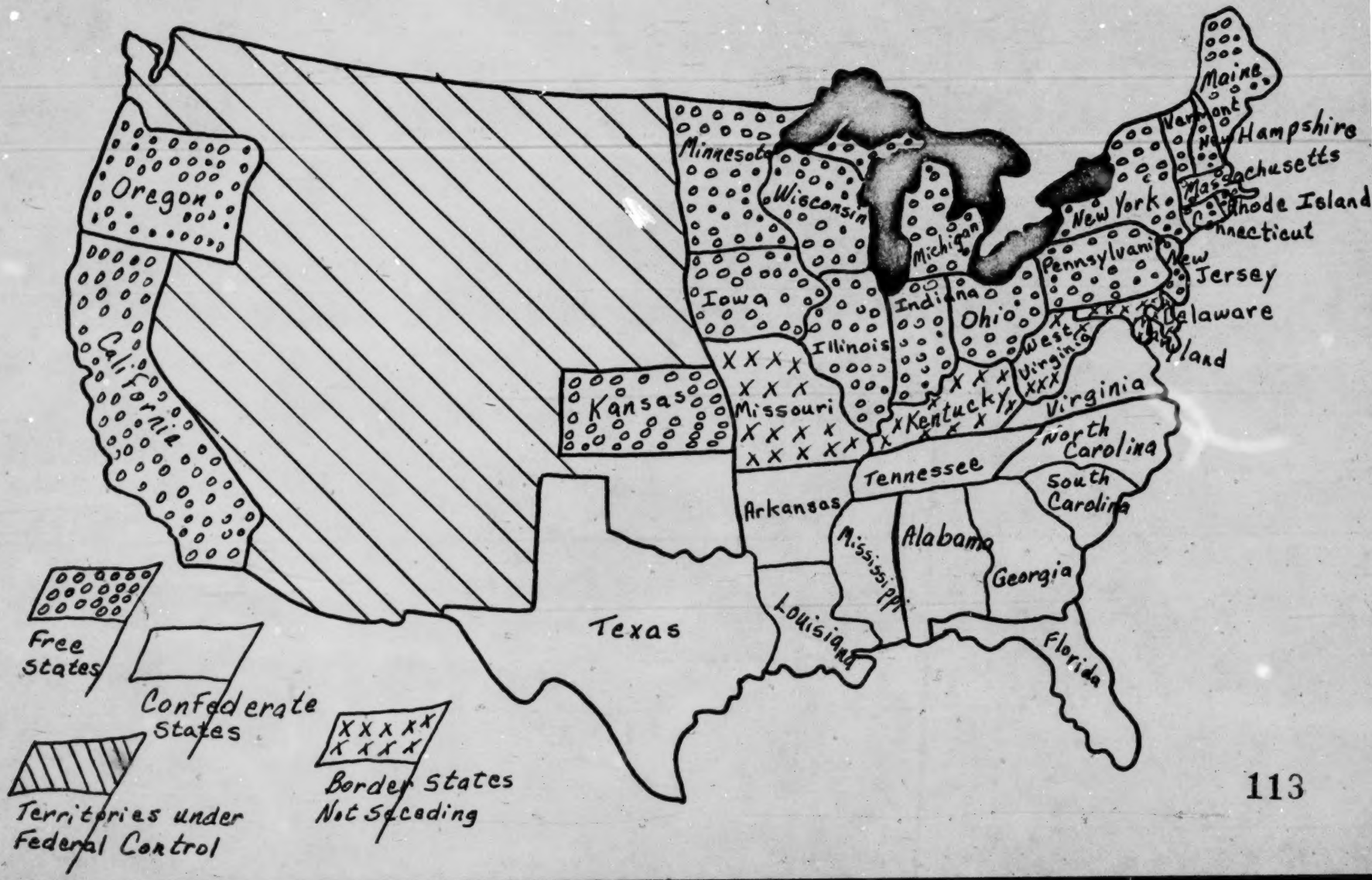
a. Representatives from 32 counties met at Russellville, October 29-31, 1861.

b. November, 1861 -- Governor George W. Johnson
Secretary of War Robert McKee
A legislative assembly of ten, treasurer, and an auditor
Capital was Bowling Green

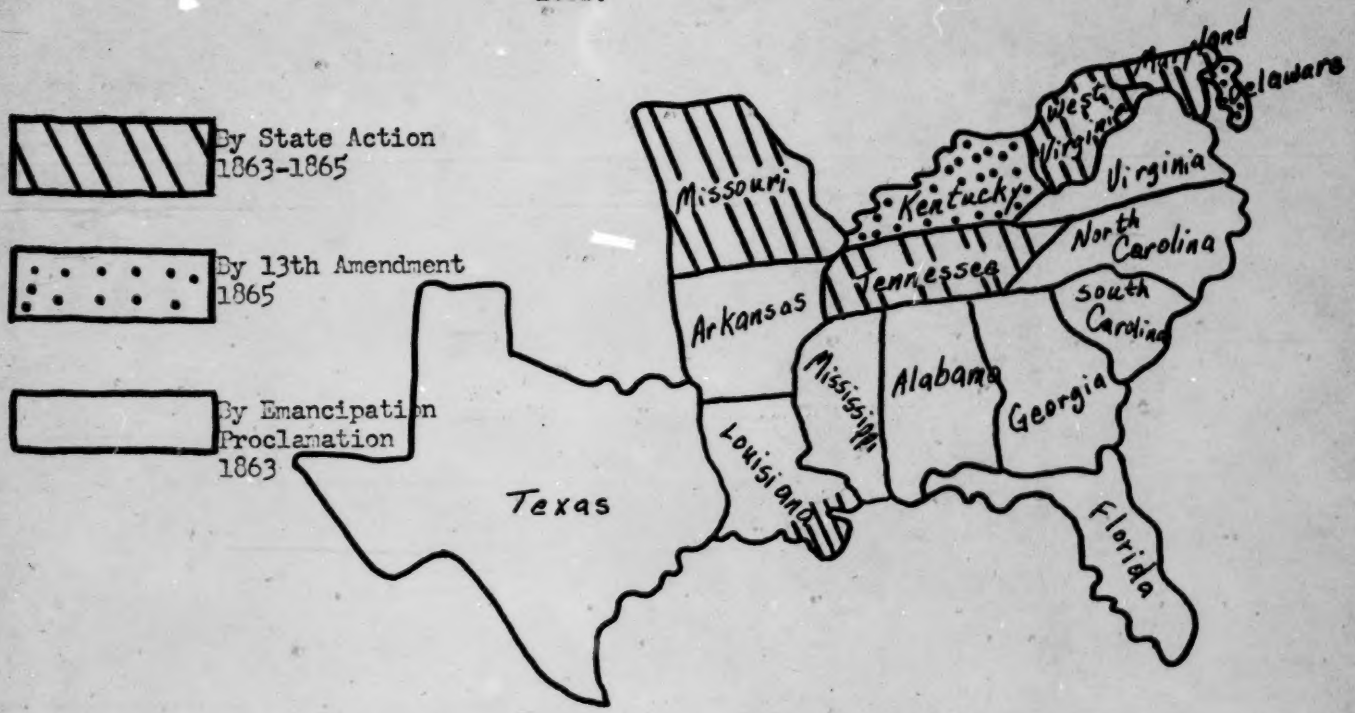
c. During General Bragg's invasion of Kentucky and capture of Frankfort the rebel government was resurrected and Richard Hawes appointed the new governor. The ceremonies of inauguration were interrupted by the advancing Union armies.

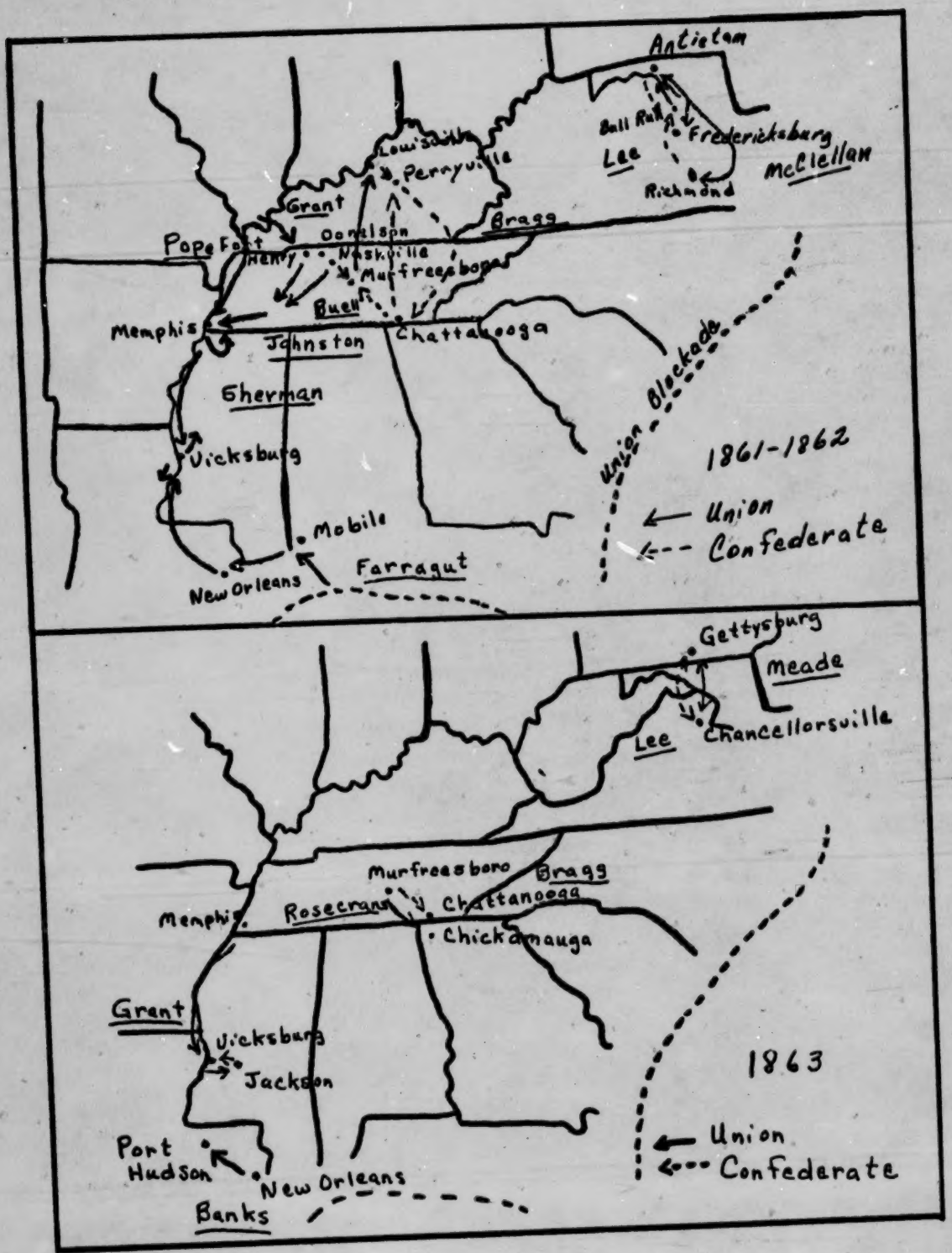
d. Kentucky was admitted into the Confederate States of America and given ten congressmen on December 10, 1861.

e. The government existed in name until Appomatox.


Oregon
California
Minnesota
Wisconsin
Michigan
Iowa
Illinois
Indiana
Ohio
Kansas
Missouri
Kentucky
West Virginia
Virginia
North Carolina
Tennessee
South Carolina
Arkansas
Mississippi
Alabama
Georgia
Louisiana
Florida
Texas
Maine
Vermont
New Hampshire
Massachusetts
Rhode Island
Connecticut
New York
Pennsylvania
New Jersey
Delaware
Maryland
Free States
Confederate States
Border States Not Seceding
Territories under Federal Control

UP FROM SLAVERY -- How the slaves were freed in the slave states. Congress excluded slavery from federal territories by a law passed in 1862.




Antietam
Ball Run
Fredericksburg
Lee
McClellan
Richmond
Louisville
Perryville
Grant
Bragg
Pope
Fort Henry
Donelson
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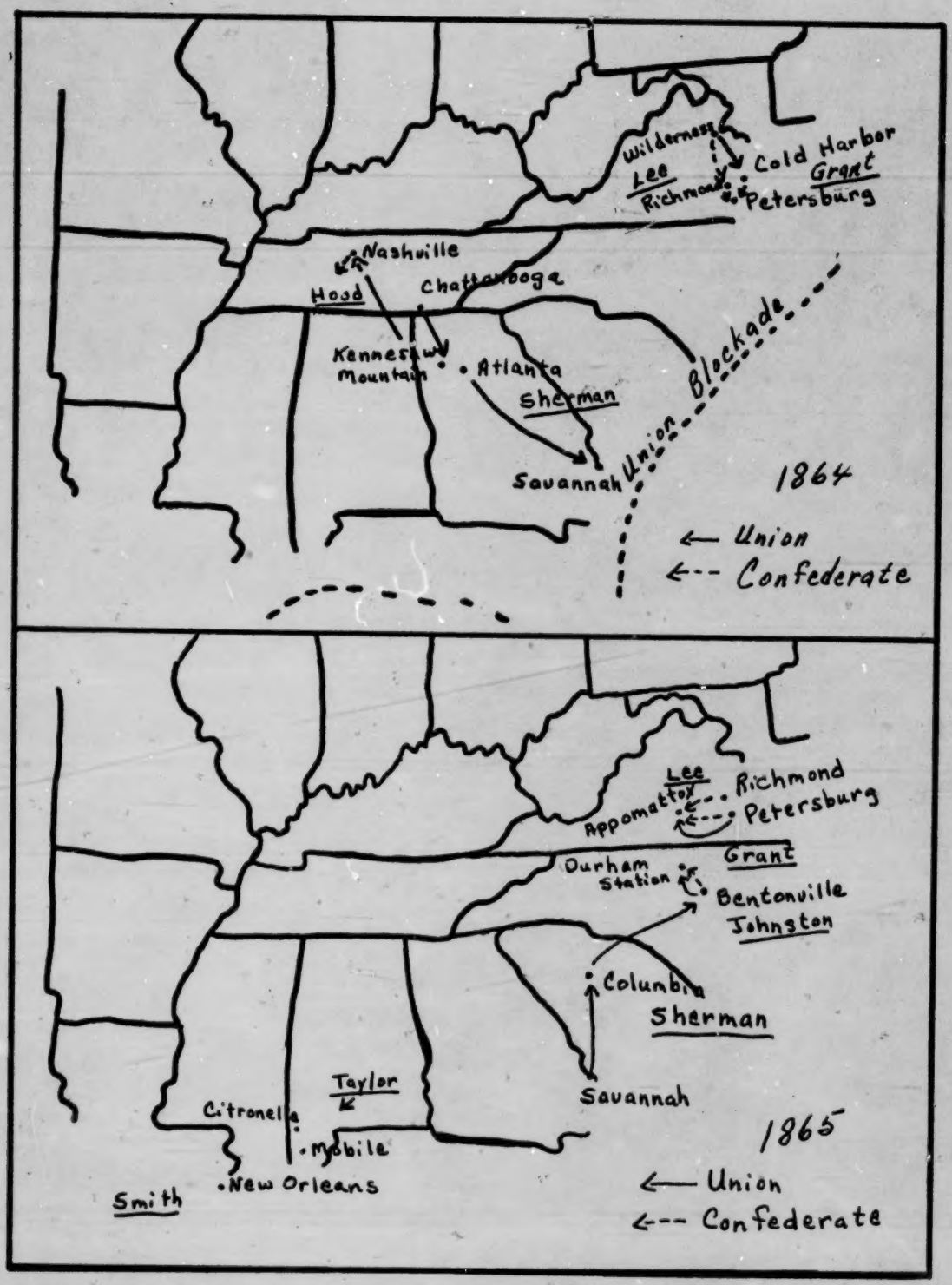
Murfreesboro
Buell
Memphis
Johnston
Chattanooga
Sherman
Vicksburg
Union Blockade
1861-1862
Union
Confederate
Mobile
New Orleans
Farragut
Gettysburg
Meade
Lee
Chancellorsville
Murfreesboro
Bragg
Memphis
Rosecrans
Chattanooga
Chickamauga
Grant
Vicksburg
Jackson
1863
Union
Confederate
Port Hudson
New Orleans
Banks


Wilderness
Lee
Richmond
Cold Harbor
Grant
Petersburg
Nashville
Hood
Chattanooga
Kennesaw Mountain
Atlanta
Sherman
Savannah
Union Blockade
1864
← Union
<-- Confederate
Lee
Appomattox
Richmond
Petersburg
Durham Station
Grant
Bentonville
Johnston
Columbia
Sherman
Savannah
Taylor
Citronella
Mobile
New Orleans
Smith
1865
← Union
<-- Confederate

IMPORTANT BATTLES

Fort Sumter -- 1861

First Bull Run -- Beauregard defeats McDowell

Fort Henry and Donelson -- victories for Grant

Shiloh -- Grant vs. Johnston

New Orleans -- Naval victories for Farragut

Peninsula Campaign -- Johnston defeated McClellan

Seven Days Battle -- Lee defeated McClellan

Second Battle of Bull Run -- Lee defeated Pope

Antietam Creek -- McClellan defeated Lee

Battle of Fredericksburg -- Lee defeated Burnside

Chancellorsville -- Lee and Jackson defeated Hooker

Gettysburg -- Meade defeated Lee and Pickett

Vicksburg -- Victory for Grant

Sherman's March

Fall of Richmond

Surrender -- April 9, 1865

Places of Interest during the Civil War

Resources	U S A	C S A
Population (1860)	22 million	9 million including 3½ million slaves
Immigration (1861)	800 thousand	Negligible
Total Troop Enlistments (by 1865)	1 ½ millions	1 million
Negro Troops (by 1865)	186 thousand	Negligible
Manufacturing Output (1860)	92%	8%
Railroads (1860)	32,000 miles	9,200 miles
Navy (by 1865)	700 ships	A few raiders

THE BLUE AND THE GRAY

Francis Miles Finch

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9. The students can place the battles on an outline map of Kentucky. Each student could write about the battle or place that interests him most about the Civil War.

10. The maps showing the years will be most helpful in locating the battles.

11. Research on the casualties resulting from battle, disease, and guerrillas will be done.

    a. Battles where many Kentuckians died are: Shiloh, Perryville, Richmond and Chickamauga

    b. It is interesting to note the number of Union troops captured in Kentucky.

        (1) Richmond -- 3,000 captured

        (2) Munfordville -- 4,000 captured

    c. Below is an example of one Southern Prison Taken from McElroy, John. Andersonville. New York: Faucett Publications, 1967.

Andersonville (Stockade of 18 acres)

Months	Number in prison	Death	Daily Average
March	4,703	283	9
April	9,577	592	19
May	18,454	711	23
June	26,367	1,202	40
July	31,678	1,742	56
August	31,693	3,076	99
September	8,218	2,790	90
October	4,208	1,595	51
November	1,357	485	10

IV. Results

A. Suggested Time: 2 hours

B. Objectives:

1. To better understand the tragedy of a Civil War

2. To understand that the Federal Constitution is supreme

C. Procedures and Activities:

1. Permit students to read of the destruction in all states.

2. Discuss the following:

a. amnesty

b. deprived of the right to vote

c. Ku Klux Klan

d. Freedmen's Bureau

e. Problem of freed slaves

f. Kentucky under military rule

3. Write a paragraph on "Why has the Constitution stood the test of time?"

4. View one or more of the following filmstrips:

a. "The Civil War"

b. "The Legacy of the Civil War"

c. "A Nation Divided: Secession, War, Reconstruction"

d. "A Confederacy or a Union under Presidents Lincoln and Johnson"

e. "Civil War and Reconstruction"

5. Discuss the paragraph on Jefferson Davis and the Gettysburg Address by Lincoln.

After the war, Jefferson Davis was imprisoned in a cell at Fortress Monroe, in irons, like a criminal.

This action was taken by General Nelson A. Miles, with the vindictive approval of the Secretary of War, Edwin M. Stanton. Indicted for treason, Davis was made to suffer many indignities while being denied the most ordinary common decencies usually accorded war prisoners. Finally, men of character, led by Horace Greeley in the North, secured his release. For awhile he traveled in England and Canada where he was courteously received. Then in 1897, he settled in Biloxi, Mississippi. He died at the age of 81, in December, 1889. Just a year earlier, in a speech delivered at Mississippi City, Mississippi, he had said:

> "Before you lies the future --- A future of golden promise; a future of expanding National glory, before which all the world shall stand amazed. Let me beseech you to lay aside all rancor, all bitter sectional feeling, and take your places in the ranks of those who will bring about a consumation devoutly to be wished --- A reunited Country."

On Tuesday, October 17, 1978, President Jimmy Carter, a president from the Old Confederacy state of Georgia, posthumously restored the citizenship rights of Jefferson Davis. The bill that the president signed restored Davis' rights retroactive to December 25, 1868 --- the day President Andrew Johnson declared a general amnesty for Confederate prisoners. Thus, Jefferson Davis has taken his place in the ranks of the honored.

V. Evaluation

Suggested examination is typed on separate pages in case teachers want to make a duplicating master from these pages.

THE GETTYSBURG ADDRESS

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate --- we cannot consecrate --- we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us --- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

Name _____

Date _____

Section I

Fill in the blanks.

1. _____ and _____ were two major causes of the Civil War.

2. _____, _____, and _____ are three battles of the Civil War that were fought in Kentucky.

3. At one time Kentucky had two capitals, one located at _____ and the second one located at _____.

4. _____ and _____ were ties Kentucky had with the North.

5. Three generals from Kentucky who fought in the Civil War were _____, _____, and _____.

Section II

If the statement is true, mark T in the space; if the statement is false, mark F in the space provided.

____ 1. Kentucky's constitution supported slavery in 1850.

____ 2. Jefferson Davis was the only president of the C S A.

____ 3. Henry Clay was known as the "Great Pacificator".

____ 4. Abraham Lincoln died before the Civil War ended.

____ 5. Uncle Tom's Cabin is a book written about the cruelty of the slaves.

____ 6. The Underground Railroad was built during the Civil War.

____ 7. The Emancipation Proclamation freed the slaves in the Confederate States.

____ 8. Deaths were high in war prisons.

____ 9. The Ku Klux Klan was a group of blacks seeking more freedom.

____10. Jefferson Davis died believing in a united country.

Section III

Match these answers in the space provided.

____	1.	Lion of White Hall	A. Famous general
____	2.	Joseph Holt	B. Secretary of War
____	3.	Fort Sumter	C. Cassius M. Clay
____	4.	Perryville	D. Battlefield
____	5.	Amnesty	E. First Battle
____	6.	Bowling Green	F. Pardon
____	7.	John Hunt Morgan	G. Kentucky's Confederate Capital
____	8.	Abraham Lincoln	H. Born in a Log Cabin

Section IV

Write a good paragraph on each question.

1. How did the South feel about slavery? _____

2. How does the economy of an area determine the way of life?

Suggested Test Key

Section I

1. Slavery Sectionalism
2. Perryville, Munfordville, Logan's Cross Roads, or others
3. Frankfort Bowling Green
4. Protective tariff Economic
5. John Hunt Morgan George B. Crittenden
   Thomas L. Crittenden Albert S. Johnston
   Simon Bolivai Buckner

Section II

1. T
2. T
3. T
4. T
5. T
6. T
7. T
8. T
9. F
10. T

Section III

1. C
2. B
3. E
4. D
5. F
6. G
7. A
8. H

Section IV

1. Answers will vary
2. Answers will vary

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Unit VI

Life on the Frontier

INTRODUCTION

The basic objective of this unit is to expose the students to the history of Kentucky on a personal and human level, and to create an appreciation and respect for what their ancestors accomplished. The student of today seems to be caught in the feeling of nostalgia and wants to know about man's past. This unit should bring history to life with the actual application in modern society.

I. To create an understanding of our own racial background, to help us understand other races, and to show that all mankind has a universal likeness

II. To acquaint us with our past heroes both local and nationwide

III. To show life as it was many years ago, and to show how ingenious our ancestors were in dealing with true life situations

IV. To teach why we believe certain ways and the development of culture

V. To appreciate our heritage as a gift passed on to us

VI. To better understand why man has constantly attempted to progress

I. Pioneer Buildings

A. Suggested Time: 2 hours

B. Objectives:

1. To learn to appreciate the simplicity and practicality of frontier architecture

2. To reveal to the student man's creativeness in situations of deprivation

C. Procedures and Activities:

1. Study about the various buildings and their uses in pioneer life.

2. Do further research in pioneer architecture.

3. Have the students draw up plans for a building.

4. View the filmstrip, "Folk Housing in Kentucky", and discuss.

II. Arts and Crafts.

A. Suggested Time: 4 hours

B. Objectives:

1. To learn and be able to list several of the survival skills that pioneers adopted

2. To become familiar with the many domestic arts and crafts of frontier life

3. To become knowledgeable of man's relationship with weather and its importance to cultivation and harvesting

C. Procedures and Activities:

1. View the filmstrips "Household Handicrafts" and "Pioneer Folk Art" from Eye Gate.

2. Have the student list the different times of planting and harvesting various crops.

3. Write a paragraph on the importance and necessity of one or many of the arts and crafts to frontier living.

4. Class will discuss "The Differing Crafts of the Past that we no longer use -- a progression or digression?"

5. Discuss the following domestic arts and crafts:

   a. Soap Making

   b. Canning

   c. Cooking

   d. Hog Killing or Slaughtering

      (1) Lard

      (2) Sausage

   e. Curing and Smoking Meat

   f. Sorghum Making

   g. Planting and Weather Signs -- Zodiac

      (1) 12 Signs

      (2) Rules

         (a) Fruitful Signs of Scorpio

         (b) Cultivate in Aries

         (c) Set Plants in Water on Earth Sign

         (d) Graft when Sap Flows

         (e) Plant Flowers in Libra

         (f) Plant Corn in Leo

      (3) Reaping and Harvesting

         (a) Pick Fruit in Old of Moon

         (b) Can, Cook, and make Jelly and Pickles in Last Quarter of Moon

   h. Carpentry

      (1) Furniture Construction

      (2) Tools

i. Weaving and Sewing

(1) Spinning Wheel

(2) Loom

j. Gun Construction and Repair

6. View and discuss the following filmstrips:

a. "Traditional Hand Tools"

b. "Traditional Quilting"

c. "Sorghum Making in Kentucky"

III. Frontier Medicine

A. Suggested Time: 2 hours

B. Objectives:

1. To become familiar with the many improvisations frontiersmen made with regard to medicine

2. To gain a basic understanding of folk cures for common sickness

C. Procedures and Activities:

1. Do further research on subject material that could be presented to the class.

2. Have the students list several of the "folk medicines" used to cure sickness - Rock candy and whiskey for congestion; red pepper and whiskey or whiskey and honey for colds; willow bark for headache.

3. Write a paragraph on "How did these people come to adopt such medicines?" "How much or how good do you think these folk medicines are?"

4. Discuss the list of the more common folk medicines:

a. Curing Spring Fever

(1) Wild Cherry Tree Bark Tea

(2) Pennyrile Tea

(3) Poke

b. Chest Congestion

(1) Kerosene and Lard

(2) Rock Candy and Whiskey

(3) Camphor and Mutton Tallow

c. Colds

(1) Red Pepper and Whiskey

(2) Whiskey and Honey

(3) Honey and Vinegar

(4) Brine from Kraut

d. Sores

(1) Dog Lick

(2) Sulfur

(3) Pine Resin

(4) Yellow Root

(5) Mutton Tallow

e. Headache -- Willow Bark Tea (has asprin in it)

IV. Moonshine

A. Suggested Time: 1 hour

B. Objectives:

1. To reveal to the student that man has always had some sort of recreation and moonshine has historically played a role

2. To become familiar with the basic tools (man's mind and man's still) that have made moonshine significant in our past

C. Procedures and Activities:

1. Do research on the subject of moonshine production.

2. Write a paragraph discussing the question "Has there always been a place for alcoholic liquids in any society?"

3. List the dangers, both legal and physical, of moonshine production.

V. Religion

A. Suggested Time: 2 hours

B. Objectives:

1. To learn that religion has played a significant role in history

2. To be able to list the major religions of Kentucky and their early settlements

3. To become familiar with some of the unique and less popular religions

C. Procedures and Activities:

1. Do further research on the religious communities -- Shakers or Snake Handlers.

2. Do research or reports on the religious settlements of early Kentucky.

3. Write a paragraph on "What role does religion play in the life of man?"

4. Show and discuss the filmstrip "South Union Shakers".

5. Listen to the record "Shaker Hymns" from Folkways.

VI. Natural Food

A. Suggested Time: 2 hours

B. Objectives:

1. To become familiar with the many natural foods that frontiersmen depended upon such as spices, seasonings, and foods

2. To learn the advantages of natural foods

C. Procedures and Activities:

1. Discuss the following nature foods:

a. Spring Greens

(1) Asparagus
(2) Wild Onion
(3) Wild Garlic
(4) Rhubarb
(5) Sheep Sorrel
(6) Mushrooms (dryland fish and hickory chips)
(7) Mustards
(8) Horseradish
(9) Cress
(10) Milkweed
(11) Dandelion
(12) Poke Weed

b. Wild Honey

2. List the many natural foods, their uses and importance in frontier life.

3. Write a paragraph on "What are some of the advantages of natural foods (foods that contain no chemicals) over processed foods?"

4. Do research on: Richard Hind, George Bibb, and other interesting agriculturists.

VII. Death

A. Suggested Time: 1 hour

B. Objectives:

1. To become knowledgeable of the importance of tradition and respect for the dead

2. To understand why the preparation of the dead has slowly changed

C. Procedures and Activities:

1. Discuss "Why do you think people in the past and present pay a certain respect to the dead?"

2. Do a report on comparison of the preparation of the dead in the past with that of the present. How much change has there been?

VIII. Hunting and Fishing

A. Suggested Time: 1 hour

B. Objectives:

1. To learn about the necessity of hunting and fishing in the life of early settlers

2. To be able to list some of the many methods employed by the frontiersman in both hunting and fishing and the major targets of these people

C. Procedures and Activities:

1. Do individual reports on the significance of hunting and fishing to frontiersmen.

2. Discuss these methods employed by the frontiersmen for hunting and fishing:

a. Animals --- steel traps, dead falls, box traps, and snares

b. Fishing --- net, basket, hook and line, trout line, gig, shooting, grab hook, dynamite, and poisoning with walnut shells

3. Write a paragraph on "The role of fish and game in the life of the frontiersmen".

4. Have the students list the uses of fish and game.

IX. Family Life

A. Suggested Time: 1 hour

B. Objectives:

1. To learn about the courting and marriage customs of this period with special emphasis placed upon corn shuckings, square dances, church socials, early marriages, and large families

2. To become more familiar with the busy life of a wife

C. Procedures and Activities:

1. Do research concerning courting and/or marriage in the frontier period and present to the class.

2. Write a paragraph on the purpose of a large family in frontier days.

X. Folklore

A. Suggested Time: 3 hours

B. Objectives:

1. To learn what folklore means and in so doing comprehend the many facets of it

2. To better understand why we cling to a part of the past

C. Procedures and Activities:

1. Students could engage in research of specific folklore -- folk songs, folk heroes, or certain superstitions.

2. Students will make comparisons of folk heroes of the frontier period to those of later dates and today.

3. Listen to one or more of the following records:

a. Ohio Valley Ballads

b. Kentucky Ballads

c. Mountain Music Blue Grass Style

XI. Education

A. Suggested Time: 2 hours

B. Objectives:

1. To be able to understand that education has changed greatly since the days of the early settlers

2. To understand what type of courses were taught (3 Rs) and the setting of the frontier school with emphasis placed upon the one room school, the strict discipline, the slate for note taking, and schools in forts

C. Procedures and Activities:

1. Do research upon subject of early schools.

2. Do reports, individual or group, upon early schools in which comparisons could be made with today's schools.

3. Write a paragraph on "What is the importance and significance of schooling to a community, a state, and a nation?"

XII. Recreation

A. Suggested Time: 1 hour

B. Objectives:

1. To reveal to the student some of the methods in which the early settlers enjoyed relaxation and recreation

2. To better understand why recreation is essential

C. Procedures and Activities:

1. Have the students make up a list of forms of recreation then and today and in so doing they can make comparisons and decide why and how different methods of relaxation have been adopted.

2. Discuss the following games and recreation:

a. Fox and Geese

(1) Board

(2) Corn

b. I Spy the Thimble

c. Annie Over

d. Ginseng

(1) Fun

(2) Money

e. Marksmanship

f. Social Drinking

g. Fighting

h. Dancing

i. Rooster Fights

j. Election Day

(1) Drinking

(2) Fighting

(3) Killing

k. Tavern (Inn)

(1) Social Center

(2) Restaurant

(3) Hotel

XIII. Evaluation

Suggested examination is typed on separate pages in case teachers want to make a duplicating master from these pages.

Name _____

Date _____

Section I

Fill in the blanks.

1. _____, _____, _____ and _____ are four types of folk medicine.

2. Four kinds of nature foods used by Kentuckians are _____, _____, _____, and _____.

3. Fishing methods include _____, _____, _____, _____, and _____.

4. _____, _____, _____, _____, _____, and _____ were common games and forms of recreation used by early settlers.

Section II

If the statement is true, mark T; if the statement is false, mark F.

____1. Moonshine was made from animal fats.

____2. A hickory chicken is a wild mushroom.

____3. Animal fat was used in soap making.

____4. The Shakers reared large families.

____5. Richard Hind was the first man to cultivate watermelons in Kentucky.

____6. A worm was a wood pipe used in moonshine production.

____7. The flintlock was a frontier rifle.

____8. Smoking was a method of preserving meat.

____9. A snakehandler kills snakes for people.

____10. A loom is used to make cloth from thread.

Section III

Write a short paragraph on "Schools in the Frontier Days".

Suggested Test Key

Section I

1. Answers will vary
2. Answers will vary
3. Answers will vary
4. Answers will vary

See lists included in unit.

Section II

1.	F	6.	F
2.	T	7.	T
3.	T	8.	T
4.	F	9.	F
5.	T	10.	T

Section III

Answers will vary according to the discussion in class.

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"Traditional Hand Tools". Bowling Green: Western Kentucky University.

"Traditional Quilting". Bowling Green: Western Kentucky University.

"Then and Now in the Appalachian Mountains". Glenview, Illinois: Silver Burdett.

RECORDS:

"Kentucky Ballads". Wichita, Kansas: Learning Arts.

"Mountain Music Bluegrass Style". New York: Folkways Records.

"Ohio Valley Ballads". New York: Folkways Records.

"Shaker Hymns". Lexington, Kentucky: Dan D. Brock, Jr.

Unit VII

Kentucky's Black History

INTRODUCTION

The lack of understanding and awareness of Kentucky's Black Heritage should be of great concern to all people, more especially educators.

As long as the Black man is the victim of the "American Caste", the problem of racial tensions will never disappear.

Kentucky's Black Heritage published by the Kentucky Commission on Human Rights has enlightened a citizenry of the historical facts concerning the Black people of Kentucky.

Is it not time that all students were informed of the astounding disadvantages overcome by the Blacks of Kentucky?

I. Introduction

A. Suggested Time: 2 hours

B. Objectives:

1. To learn that all men have contributed to the American society: Black, Red, Yellow, and White

2. To become familiar with some of the more important Black settlers to Kentucky

C. Procedures and Activities:

1. Reports on famous Black Kentucky settlers will be presented to the class.

2. Have a class discussion on the following topics:

a. The role of the Black in early Kentucky

b. The Black's influence on Kentucky heritage

II. Slavery

A. Suggested Time: 1 hour

B. Objectives:

1. To expose the students to the life of a slave, the work rules on the plantation, their education and their punishment

2. To comprehend the freedom struggle for the slaves, including the underground railroad, how long it lasted, and the impact it had on American history

C. Procedures and Activities:

1. Do research on life of a slave on a plantation or the fight for abolition.

2. Do research and have a review on the Underground Railroad and Ivy Hill Home (Lilac Hill) in Hardinsburg which was used in this search for freedom.

3. Have a class debate in which one side represents pro-slavery plantation owners while the other side represents abolitionists.

4. Write a paragraph on what purpose slavery fulfilled.

III. Black Man's Struggle for Freedom

A. Suggested Time: 2 hours

B. Objectives:

1. To learn that only through equality will man enjoy peace and that this equality was granted to the Blacks with the Emancipation Proclamation

2. To become aware that the Black's freedom soon became interpreted as a "separate but equal" policy, thus Blacks established separate public facilities

3. To be able to list some of the Black men and organizations that fought for freedom and some Whites who resisted this and some who worked for it

C. Procedures and Activities:

1. Do research on the Black Man's struggle for freedom with emphasis on the period from reconstruction to the 1960s.

2. Do research on separate organizations that worked for and against equality -- NAACP, Urban League, Civil Rights Movement, KKK, and etc.

3. List organizations and separate facilities for Blacks including the role of each.

4. Do research on the outstanding Black, Whitney M. Young, Jr.

IV. Contributions of the Black Man

A. Suggested Time: 1 hour

B. Objectives:

1. To appreciate the contributions of Blacks to our society and recognize their present role in our nation

2. To be able to list several Black Kentuckians who have played a significant role in Kentucky's history

C. Procedures and Activities:

1. Do reports and present to the class on any famous Black Kentuckian.

   a. Whitney M. Young, Jr.

   b. Margaret Danner

   c. Todd Duncan

   d. Charles D. Young

   e. Isaiah Cass

   f. Muhammed Ali

   g. Wesley Unseld

   h. Butch Beard

2. Write a paragraph on "What are some of the advantages of the Blacks playing an essential role in American society?"

V. Evaluation

Suggested examination is typed on separate pages in case teachers want to make a duplicating master from these pages.

Name _____

Date _____

Section I True or False

_____ 1. Muhammed Ali is a boxing champion.

_____ 2. Richard Hind first cultivated watermelons.

_____ 3. A slave usually worked 8 hours a day.

_____ 4. The Underground Railroad was a means of escape.

_____ 5. Kentucky State College is predominately for Blacks.

_____ 6. The NAACP has advanced social equality for Blacks.

_____ 7. Whitney M. Young, Jr. was a member of the Underground Railroad.

_____ 8. Wesley Unseld and Butch Beard are two famous professional basketball players.

_____ 9. Ivy Hill is located in Hancock County.

Section II Essay

Write a good paragraph on "Why has the Black Man had to struggle for equality?"

Suggested Test Key

Section I

1. T
2. T
3. F
4. T
5. T
6. T
7. F
8. T
9. F

Section II

Answers will vary with individual students.

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BOOKS:

Higginson, Thomas D. Army Life in a Black Regiment. New York: Grosset and Dunlap, 1970.

Kentucky's Black History. Frankfort, Kentucky: Kentucky Commission on Human Rights, 1971.

Unit VIII

The History of Transportation and Econory

INTRODUCTION

Transportation is closely related to the economic development and social progress of Kentucky. It touches the life of her people in so many ways that it must be taught as a separate unit.

I. History of Transportation in Kentucky

A. Suggested Time: 2 hours

B. Objectives:

1. To understand how transportation was the greatest challenge to the early settlers of Kentucky

2. To understand that exploration, settlement, and development of the area known as Kentucky depended upon transportation

3. To learn about the early routes and means of pioneer travel

4. To broaden the pupils' understanding of the influence of geography upon the development of transportation

C. Procedures and Activities:

1. Construct an outline map showing major pioneer routes of travel in Kentucky, illustrating with drawings of the means of travel.

2. Dramatize or draw scenes from an early pioneer expedition in Kentucky.

3. Make a model of a flatboat or keelboat.

4. Each student could write a report telling of the dangers and excitement of an early expedition in Kentucky on land or water.

II. The Beginning of Accessibility

A. Suggested Time: 2 hours

B. Objectives:

1. To help the student understand the influence of transportation upon the spread of settlements

2. To develop a realization that progress is totally dependent on transportation

C. Procedures and Activities:

1. Allow each student to compile a list of items which might have been taken on a raft, flatboat, or keelboat by a family moving down the Ohio River to Kentucky.

2. Discussion of the question "What would I take if I were moving from North Carolina to Kentucky in 1789?" should cause students to look for factual information about early pioneer travel.

3. Construct models of various river craft beginning with the raft and including the steamboat.

4. Allow student to research "the early canals of Kentucky".

5. Students could write reports telling why various means of transportation were used if moving from Virginia through Kentucky and on to Kansas in 1800.

6. Draw a map showing some of the early roads of Kentucky in 1820.

7. Research the early turnpikes of Kentucky.

III. Growth and Development

A. Suggested Time: 4 hours

B. Objectives:

1. To develop a realization that social progress and economic development must be dependent upon transportation

2. To develop an understanding of how transportation aided in the expansion of agriculture, mining, lumbering, manufacturing, and commerce

3. To learn how natural resources have influenced the development of transportation

4. To help the student better understand how people have learned to make better use of their resources because of transportation

5. To discover how economic changes have raised our standard of living while making our lives more complex

C. Procedures and Activities:

1. Let the class suggest why we have such a variety of manufactured goods today.

2. Explain to the class why Moonshine was more profitable than selling the corn in Kentucky before the time of modern roads.

3. A discussion of the question "Why was a one-crop economy such as tobacco easier for farmers before our highways of today?" will create interest about Kentucky's burley tobacco.

4. Research the question "What natural resources have necessitated the construction of roads, canals, railroads, and other means of transportation in Kentucky?" Mention coal, petroleum, crushed rock, lumber, and others of local interest.

5. Discuss how transportation can bring about great changes in a society. Develop a question sequence with the students to use as they study about the many changes which have taken place in Kentucky, similar to the following:

   a. What changes have taken place? (walking, horses, wagons, steamboats, trains, and airplanes)

   b. How and why did these changes come about?

   c. How did the changes affect the lives of the people living there? (advantages and disadvantages)

   d. What changes have brought about other changes?

   e. What have these changes meant to all people?

6. Discuss how transportation affects our local area in the following:

   a. Business activities

   b. Farming

   c. Local employment

   d. Local manufacturing

   e. Materials, fuel, and food

   f. Travel and communication with other areas of the United States

7. Construct graphs (bar, line, picto, or circle) showing the following:

a. The number of mules in Kentucky in 1890, 1910, 1930, 1950, 1970

b. The five counties of Kentucky leading in the number of beef cattle

c. The five states leading in the production of burley tobacco

d. The road mileage in Kentucky in 1750, 1800, 1850, 1900, 1950

e. The five states leading in production of coal

8. Discuss why more factories are locating near the Ohio River.

9. Research "Coal - Kentucky's contribution to the energy problems".

10. Discuss Kentucky's world famous business - Whiskey.

11. Have each student select one of Kentucky's four leading ways of making a living (manufacturing, agriculture, tourism, and services) and compile statistics for our area as compared with the entire state.

12. Write a paragraph on "How Transportation Affects my Life".

13. Allow each student to have a road map of Kentucky. Travel from place to place and discuss the time and cost. Learn the state, federal, and interstate road signs. Develop problems based upon mileage and travel cost. In developing such problems, use can be made of dollars and cents, fractions, decimals, percentages, and graphs.

14. Students could write letters to various agencies that deal with transportation (truck, car, train, boat, and airplane). Addresses are included in unit.

15. Draw and color a bulletin board mural depicting progress of transportation.

16. Prepare a poster on inventors and inventions that have aided in the development of transporation.

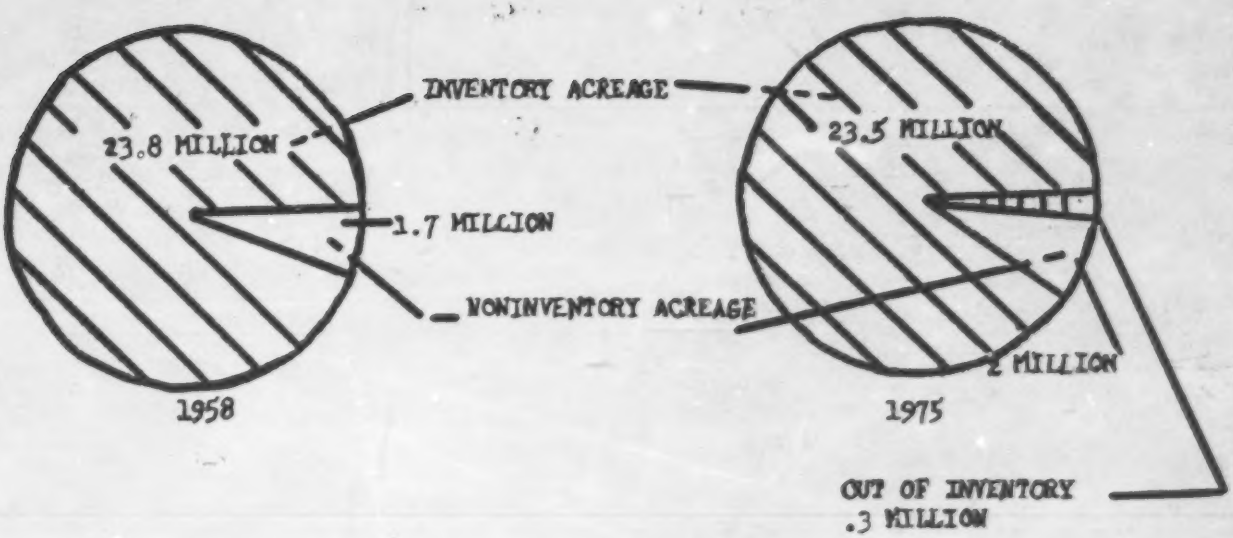
17. Discuss our natural resources and why preservation cannot wait.

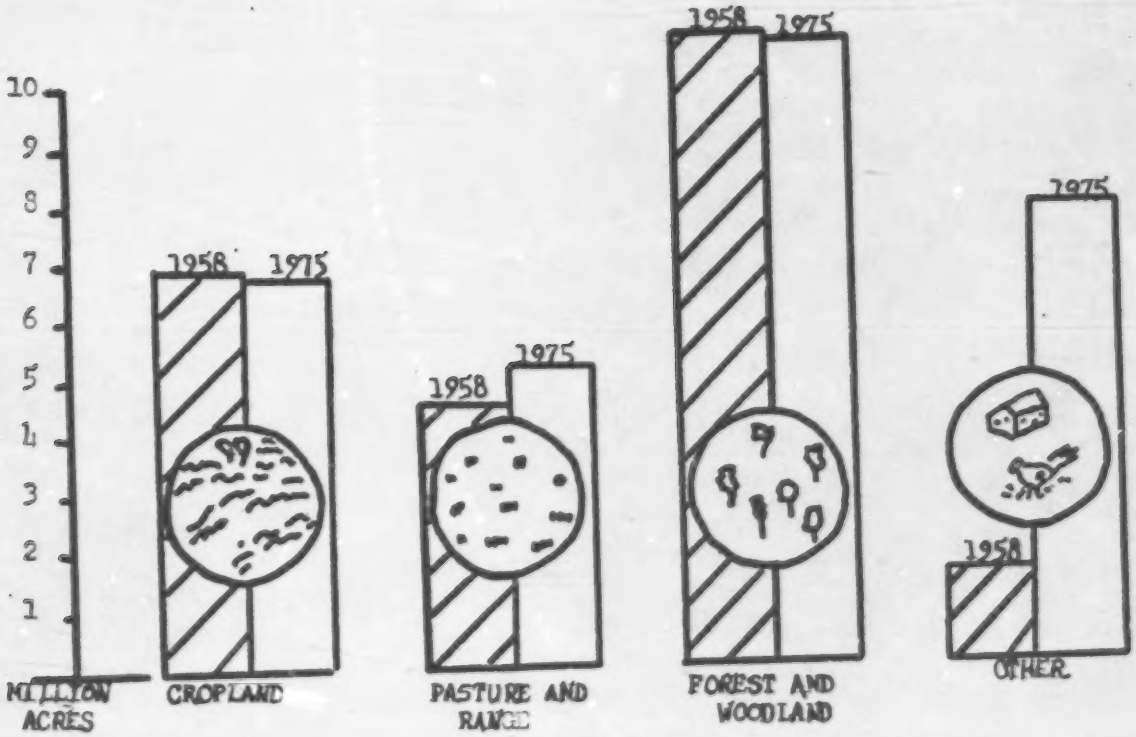
IV. Evaluation

Suggested examination is typed on separate pages in case teachers want to make a duplicating master from these pages.

USE OF INVENTORY ACREAGE

KENTUCKY





INFORMATION AGENCIES CONCERNED WITH NATURAL RESOURCES

U. S. Department of Agriculture
Farmers Home Administration
1409 Forbes Road
Lexington, Kentucky 40507

U. S. Department of Agriculture
Soil Conservation Service
1409 Forbes Road
Lexington, Kentucky 40507

U. S. Department of Agriculture
State Agricultural Stabilization
and Conservation Committee
1409 Forbes Road
Lexington, Kentucky 40507

U. S. Army Corps of Engineers
Louisville District
830 West Broadway
Louisville, Kentucky 40201

U. S. Army Corps of Engineers
Huntington District
Huntington, West Virginia 25701

U. S. Army Corps of Engineers
Nashville District
Nashville, Tennessee 37202

U. S. Department of Health
Taft Engineering Center
Cincinnati, Ohio 45202

U. S. Department of the Interior
Geological Survey
Washington, D. C. 20242

U. S. Department of the Interior
Geological Survey
Water Resources Division
522 West Jefferson
Louisville, Kentucky 40202

U. S. Department of the Interior
Bureau of Mines
Area II Mineral Resource Office
Knoxville, Tennessee 37901

Kentucky Department of Agriculture
Division of Weight and Measures
Capitol Annex
Frankfort, Kentucky 40601

Agricultural Development
Kentucky Department of Commerce
Washington and Wapping Streets
Frankfort, Kentucky 40601

Minerals Development
Kentucky Department of Commerce
Washington and Wapping Streets
Frankfort, Kentucky 40601

Wood Products Development
Kentucky Department of Commerce
Washington and Wapping Streets
Frankfort, Kentucky 40601

Kentucky Geological Survey
College of Arts and Science
University of Kentucky
Lexington, Kentucky 40506

Kentucky Department of Health
Environmental Health Division
275 East Main Street
Frankfort, Kentucky 40601

Kentucky Department of Mines and Minerals
120 Graham Avenue
Lexington, Kentucky 40506

Kentucky Department of Natural Resources
Capitol Annex Building
Frankfort, Kentucky 40601

Kentucky Water Pollution Control Commission
275 East Main Street
Frankfort, Kentucky 40601

Ohio River Valley Water Sanitation
Commission
414 Walnut Street
Cincinnati, Ohio 45202

Tennessee Valley Authority
Knoxville
Tennessee 37902

Water Pollution Control Commission
275 East Main Street
Frankfort, Kentucky 40601

AGENCIES FOR FREE AND INEXPENSIVE MATERIALS

American Iron and Steel Institute
150 East 42nd Street
New York, New York 10017

American Trucking Association, Inc.
1616 P Street, Northwest
Washington, D. C. 20036

American Petroleum Institute
1801 K Street, Northwest
Washington, D. C. 20036

American Iron and Steel Institute
Teaching Aids Distribution Center
Bedford Hills, New York 10507

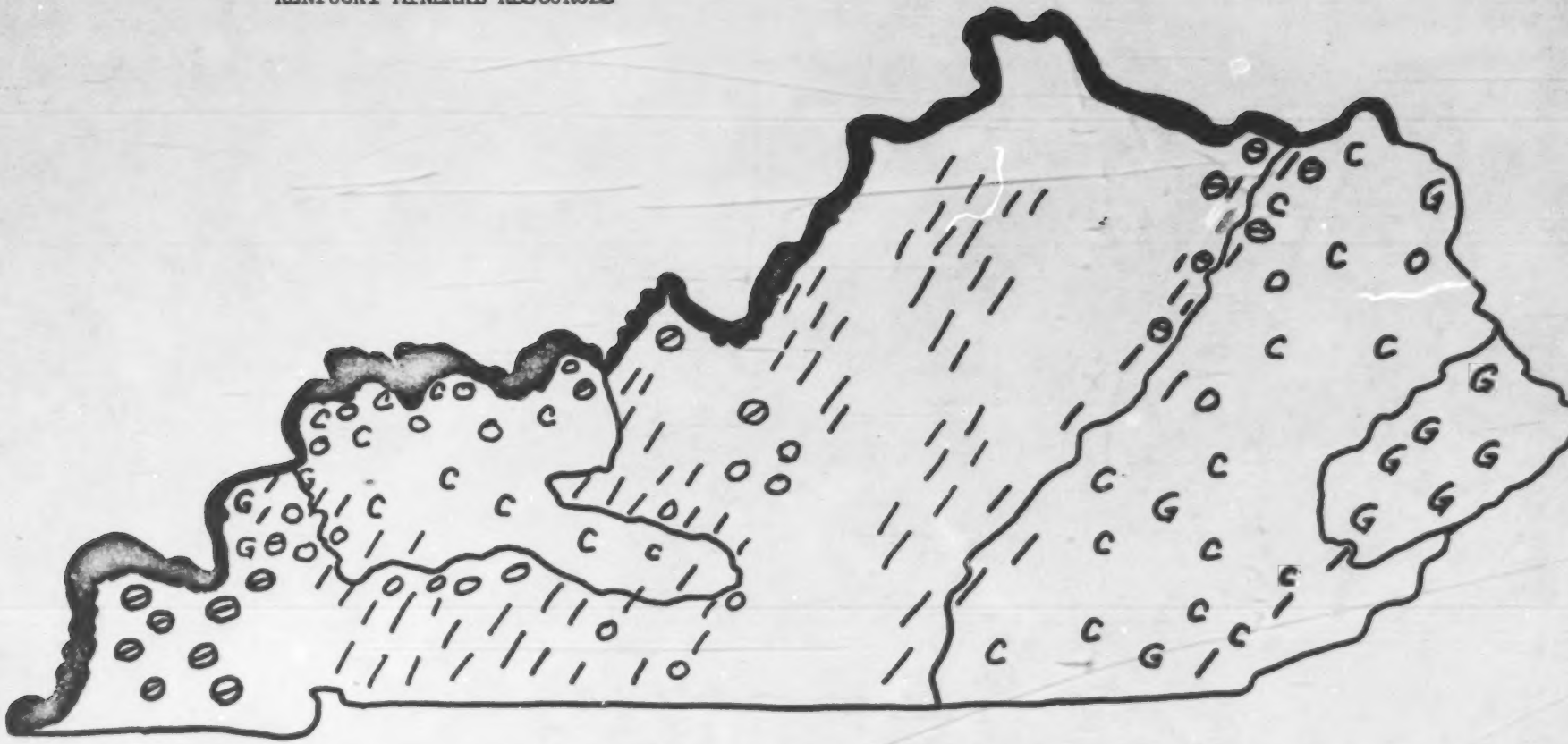
Association of American Railroads
Information Services
American Railroads Building
19th and L Street, Northwest
Washington, D. C. 20036

General Electric Company
Product Information
P. O. Box 8555
Philadelphia, Pennsylvania 19101

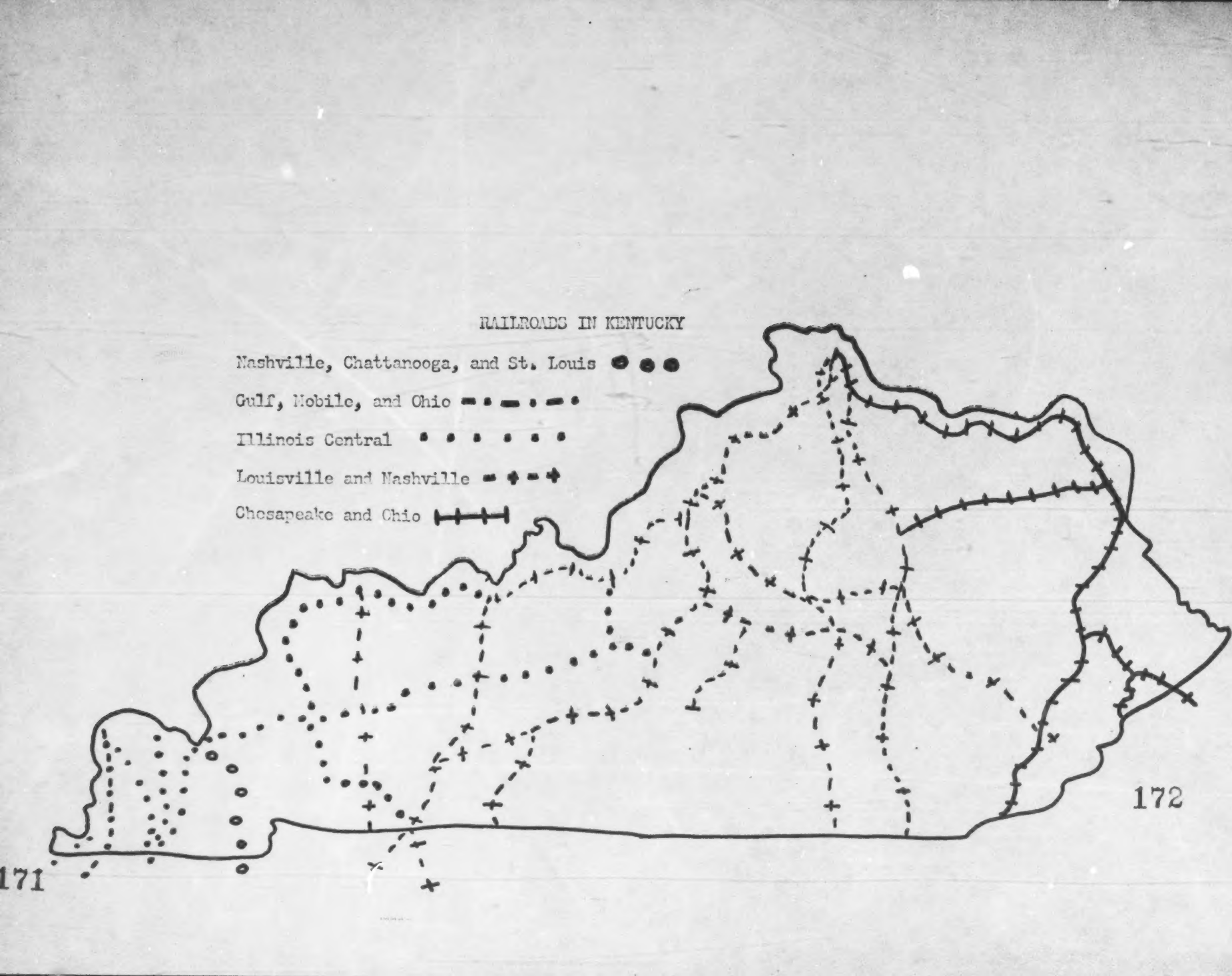
Hillerich and Bradsby Company, Inc.
P. O. Box 506
Louisville, Kentucky 40201

National Coal Association
Education Division
1130 Seventeenth Street, Northwest
Washington, D. C. 20036

KENTUCKY MINERAL RESOURCES



RESOURCES	COAL	PETROLEUM	NATURAL GAS	LIMESTONE and DOLOMITE	CLAY and SHALE	SAND-GRAVEL and SAND STONE
	C C C	O O O O O	G G G	/ / / / /	O O O O O	


RAILROADS IN KENTUCKY
Nashville, Chattanooga, and St. Louis
Gulf, Mobile, and Ohio
Illinois Central
Louisville and Nashville
Chesapeake and Chio
171
172

Name _____

Date _____

Section I

If the statement is true, put T in the space; if the statement is false, put F in the space provided.

_____ 1. The first roads were animal paths and Indian trails.

_____ 2. Without transportation today, most all goods and services would end.

_____ 3. Moonshine was made in Kentucky because it was much easier to transport than the corn from which it was made.

_____ 4. Some services are created because of other inventions.

_____ 5. Agriculture is Kentucky's main source of income.

Section II

Fill in the blanks.

1. List four interstates in Kentucky.

_____ _____

_____ _____

2. List five services created because of transportation.

_____ _____

_____ _____

_____

3. On the rest of this page and the back if necessary, discuss Kentucky's four main ways of making a living. Show how your local area is included.

_____

_____

_____

_____

_____

_____

_____

_____

Suggested Test Key

Section I

1. T
2. T
3. T
4. T
5. F

Section II

1. Answers will vary.
2. Answers will vary.
3. Answers will vary, but the following should be mentioned.

   Manufacturing

   Agriculture

   Tourism

   Services

   Local Answers

BIBLIOGRAPHY

BOOKS:

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Kentucky Historical Society. Guide to Kentucky Highway Historical Markers. Frankfort: Kentucky Historical Society, 1969.

Kentucky and Tobacco. Washington, D. C.: Tobacco Institute, 1963.

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Massie, Joseph. Blazer and Ashland Oil. Lexington: University of Kentucky Press, no date.

Maurer, David. Kentucky Moonshine. Lexington: University of Kentucky, 1974.

Miller, John G. The Black Patch War. Chapel Hill: University of North Carolina Press, 1936.

Steed, Virgil. A Kentucky Tobacco Patch. New York: Bobbs-Merrill Co., 1947.

FILMS:

Flatboatmen of the Frontier. Lexington: University of Kentucky.

Kentucky Dam. Lexington: University of Kentucky.

MAPS:

General Highway Maps of Kentucky. Grankfort: Department of Highways.

Unit IX

Modern Politics in Kentucky

INTRODUCTION

The political influence in the New South has constantly declined due to the decline in the section's proportion of the nation's wealth. Industrial dominance took power and prestige from the rural section to the places where industrial wealth is concentrated.

The increased functions of Kentucky's government helped to develop political machines of a power undreamed of in the past.

I. Introduction to the Twentieth Century

A. Suggested Time: 2 hours

B. Objectives:

1. To understand how the two party system evolved in the twentieth century

2. To understand why the party in power controls a great number of votes

3. To develop a realization that a political machine usually exists with pressure tactics and persuasive tools

C. Procedures and Activities:

1. Have each child read about the following:

a. The "Goebel" Election Law of 1898 and the results

b. Lieutenant Governor Chandler's special session of the General Assembly in 1931-1935 and the results

2. Have a discussion of such words as: politics, political machine, kickback, pressure tactics, etc. This would serve as a means of getting information to the poor reader.

3. A discussion of "political tools" would point out how various ways and means are used in obtaining votes for the party in power.

a. Road-building programs, contracts, and employment

b. Road-maintenance and how one obtains a job with the Highway Department of Kentucky

c. Deposit of huge public funds and how such funds are deposited and who determines where they are deposited. Have each child write to a state official for this information.

d. Supervision of insurance companies and who makes the various decisions. Students could write to a state official for information.

e. Allocation of Enormous School Funds - Write a letter to the Superintendent of Public Instruction asking for statistical information about the "equal" distribution of these funds for colleges, secondary, elementary, or vocational schools.

f. Park System - Discuss how one could obtain employment at any Kentucky State Park. Write a letter to any state official asking about this employment.

g. The many publicans who collect excise, corporation, income, and sales tax could be discussed. Discuss how each can and is used as a "political tool".

4. The Political Machine - Explain how the machine evolves from the local area to the state level.

a. Precinct "Boss" of party in power

b. County Chairman of party in power

c. County Political Figures

d. County Elected Officials of party in power

e. Powerful Area Politicians

f. Elected State Officials

II. The Merit System

A. Suggested Time: 1 hour

B. Objectives:

1. To develop an understanding of the Merit System of the State of Kentucky

2. To develop an understanding of how employment is "traded" for political favors

C. Procedures and Activities:

1. An explanation or discussion by a state highway official from the local area could prove interesting. Discuss such topics as the following:

a. The Merit System - how does it work?

b. Do employees change as the political parties change in Frankfort?

c. Who appoints the Official Board of the Merit System?

2. Discussion of the tactics used in employment at all levels of the state should allow the class to understand the true value of our Merit System.

III. Political Figures of the Twentieth Century

A. Suggested Time: 2 hours

B. Objectives

1. To develop an attitude of respect for the elected officials who have served in various offices

2. To develop an understanding that progress is dependent upon our elected officials

3. To develop a realization that Kentucky has had and does have many outstanding elected officials

C. Procedures and Activities:

1. Some officials would be more interesting to some children than others; hence, each student could read with the idea of discussing two officials with the class.

2. Following is a partial list of Kentucky's Outstanding Elected Officials:

a. The "Veep" Alben Barkley

b. John Sherman Cooper

c. Bert T. Combs

d. Louie Nunn

e. Earle C. Clements

f. Lawrence Wetherby

g. Wendell Ford

h. Thurston Ballard Morton

i. Thelma Stovall

j. Carl D. Perkins

k. A. B. "Happy" Chandler

3. A book of biographies containing the outstanding elected officials of Kentucky in the twentieth century could easily be constructed. Allow each student to enter one biography. This book could be used by all students after their regular work is completed.

4. Play a game of "Who Am I". The description given will allow students to guess the official.

IV. Evaluation

Evaluation could depend upon the student's participation and a checklist developed by the teacher.

Unit X

FAMOUS KENTUCKY PEOPLE AND PLACES

INTRODUCTION

In the State of Kentucky, we find many parks, shrines, museums, and resorts. These are important for their historical value and scenic beauty. Lakes, forests, streams, scenic wonders, and sports events are very desirable vacation attractions to thousands of people each year. Kentucky is becoming the playground for people from many states.

Before good roads and tourist accommodations, Kentucky did not share with other states the large income from tourism. After World War II, the Kentucky Chamber of Commerce organized a tourist program which brought much money to our state.

The systems of motels, tourist courts, park hotels, and good roads meet the desires of tourists interested in our state.

This is Kentucky. Its story in tourism started when the very first person set foot in our state and travels with us until the present.

This unit includes the various parks, shrines, museums, and other interesting places in the State. Famous Kentuckians and a study of their importance should prove interesting and exciting.

I. Introduction

A. Suggested Time: 2 hours

B. Objectives:

1. To understand why some areas are preserved for future generations

2. To understand the values of these areas to our society

C. Procedures and Activities:

1. Ask pupils to begin individual collections of clippings, magazine and newspaper articles, and other materials about interesting places and people of Kentucky.

2. Hold a panel discussion with questions from the class, on "Why we need Parks?"

3. View the filmstrip "An Introduction to Kentucky". Discuss the places mentioned in the filmstrip and any others that the class had visited.

II. Recreation

A. Suggested Time: 3 hours

B. Objectives:

1. To understand that tourism plays a large part in Kentucky's economy

2. To understand what factors have helped Kentucky to increase the number of recreational areas

C. Procedures and Activities:

1. View the filmstrips "Recreation: An Important Source of Income, Part I and II" and discuss.

2. Construct a series of graphs showing yearly increases that have taken place in tourism, increases in the acreage of parks, and/or any other interesting facts.

3. Discuss the relationship between natural resources and ways of earning a living.

III. Areas of National Interest

A. Suggested Time: 5 hours

B. Objectives:

1. To understand why the Federal Government has designated certain areas as being of national interest

2. To learn the difference between a scenic, historic, and recreational area

3. To learn why each National Park, Shrine, Site, Forest and Recreational Area is of interest to the people of the United States

C. Procedures and Activities:

1. Construct a map showing the areas designated as of national interest by using one of the following:

a. Poster board

b. Salt and flour mixture on wood surface

c. Paper Mache

d. Sawdust mixed with glue on wood surface

2. Have each student show location of each area of national interest on a state map.

3. Give oral reports on points of interest in and around each area.

4. View the filmstrip on Mammoth Cave and discuss why it is a natural wonder of the world.

5. Read and discuss the material on "Mammoth Cave" which is included.

6. Write reports on one of the following:

a. Mammoth Cave National Park

b. Lincoln National Historic Site

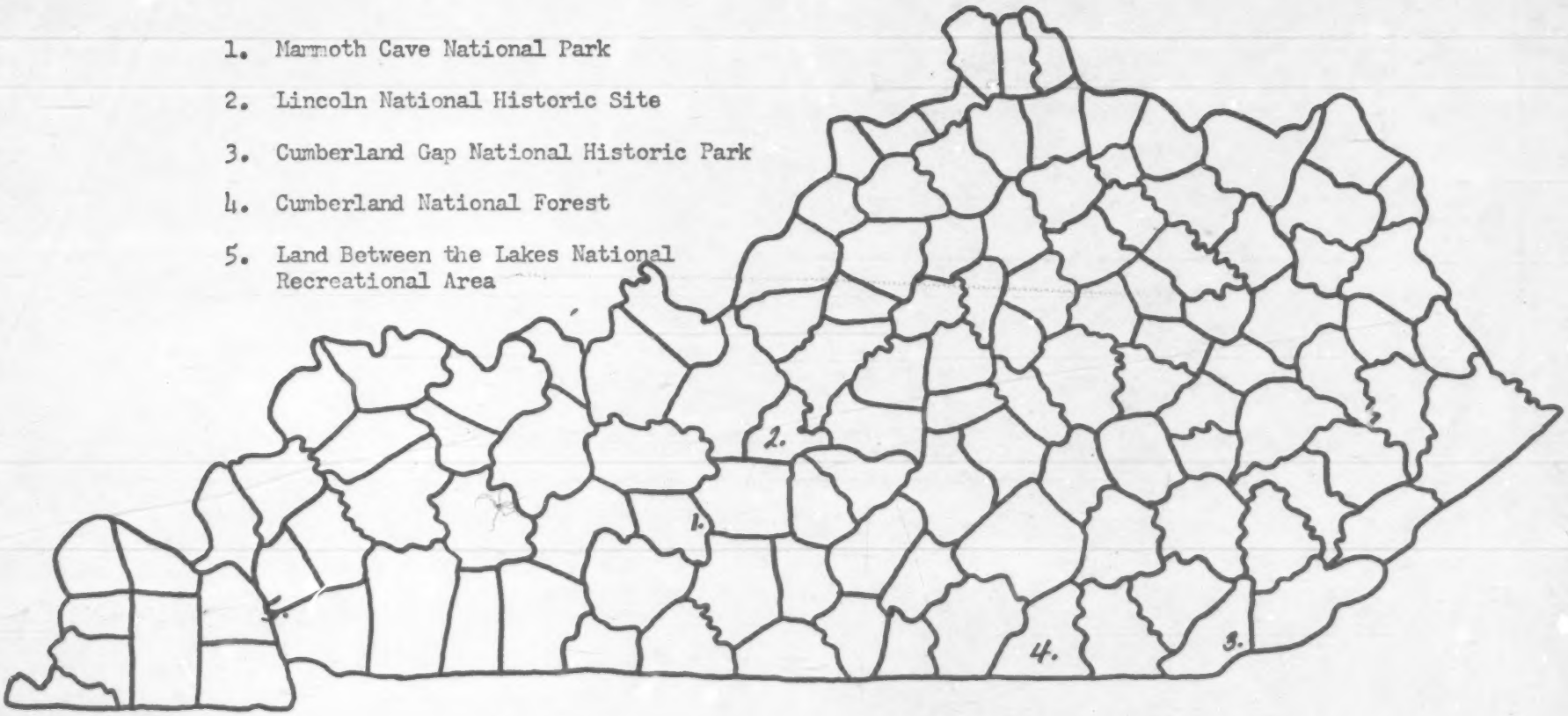
c. Cumberland Gap National Historic Park

d. Cumberland National Forest

e. Land Between the Lakes National Recreational Area

AREAS OF NATIONAL INTEREST

1. Marmoth Cave National Park
2. Lincoln National Historic Site
3. Cumberland Gap National Historic Park
4. Cumberland National Forest
5. Land Between the Lakes National Recreational Area



MAMMOTH CAVE NATIONAL PARK

A wounded bear, fleeing for his life, crawled into a cave in the hill country of Kentucky. Close behind came a hunter who followed the bear into the cave. That hunter, whose name was Robert Houchins, is usually given credit for the discovery in 1799 - the Mammoth Cave of Kentucky.

In any case, other records show that the cave was definitely known to white men in 1799. But the cave had been visited long before by the Indians of the area. Indian sandals, pottery, partly burned torchsticks, and woven rope have been found along some of the cave trails.

The best evidence of these early visits was the discovery in 1935 of an Indian mummy beneath a large rock about 2½ miles from the opening now called the Historic Entrance. Apparently this Indian was trapped on a ledge by a falling boulder as he scraped the wall of the cave for gypsum. It is believed that this mummy is at least 2,000 years old. It was placed in a glass case at the spot where it was found, and it can now be viewed by visitors to the cave.

Mammoth Cave played an important part in the early history of the United States. The cave contained large deposits of nitrous earth, or "peter dirt" as it was called in those days. This peter dirt was used to make saltpeter, which in turn was used to make gunpowder.

During the War of 1812, between the United States and Great Britain, large amounts of saltpeter came from Mammoth Cave. Thousands of pounds were hauled to Philadelphia and other cities by oxcart and river boat. The precious salt from the cave in Kentucky did much to save the nation in a time of great danger. Without this supply the results of the war might have been quite different.

While the peter dirt was being mined, roads were built in different parts of the cave so that oxcarts could be used in collecting the dirt. The miners also built some large wooden vats, or tanks, which were used in making the saltpeter. These old vats are now one of the many interesting sights in Mammoth Cave National Park.

When the war ended in 1814, the mining of peter dirt came to a stop. Two years later the cave was opened to the public as a "show-cave." However, it did not become widely known until 1837, when a number of very unusual discoveries were made. Since then it has been regarded as a very great natural wonder.

Although Mammoth Cave has now been open to visitors for more than a hundred years, it was not fully established as a national park until July 1, 1941. It was dedicated on September 18, 1946. During all those years the cave was owned by many different persons. The first

owner bought the cave and 200 acres of land in 1811 for just a few dollars. Within the next 26 years the cave changed owners five times.

Then, in 1839, a young doctor named John Croghan came to visit the cave. He was so pleased with what he saw that he bought the cave for $10,000. He also purchased some additional land around it in order to control all possible entrances to the cave. Dr. Croghan and his heirs owned the cave until 1926, after which it became the property of the State of Kentucky.

Today Mammoth Cave National Park contains over 50,000 acres of beautiful Kentucky hill country. Much of this land was bought with money given by persons who wanted to see the cave become a public possession. The park is located about 100 miles south of Louisville, Kentucky, near the little town of Cave City. This region has been long noted for its many caves. Hundreds of them have been found in the 600-foot-thick limestone strata which lies below the surface in the specific area of Kentucky.

All of the caves were hollowed out by running water which carried away the limestone little by little. Even though the rainfall is quite heavy, there are very few streams flowing through the Mammoth Cave region. The rain runs off the hills into little valleys known as "sinkholes." These sinkholes allow the water to sink rapidly into the earth, where it may feed an underground stream.

After running below the ground for many miles, the water often comes to the surface again as a large spring. In fact, the only two rivers of any size which flow above the ground in the park are fed to a large extent by springs. These rivers are the Green and the Nolin.

"These underground streams have formed at least 100,000 miles of open caverns in Kentucky alone," estimated a scientist.

Geologists say that about 260 million years ago a shallow inland sea covered much of Kentucky. Layers of mud, sand, and other sediments were deposited on the bottom of this sea. Later, when the earth's surface was lifted up, and the sea drained away, these layers of sediment became strata of sandstone, shale, and limestone rock.

"We refer to the uppermost layer in Kentucky's cave country as a sandstone cap rock. Below are the thick layers of limestone," explained a park naturalist, one time.

As the rivers deepened their valleys, they cut through this top layer of sandstone. Then the water could seep into the tiny cracks in the limestone, gradually dissolving it, and creating a network of underground waterways. Some of these passageways became underground streams, flowing with such volume and force that they scoured out a wider channel or dug deep pits.

The water level, or water table, of the surface streams sank as their valleys became lower, century after century. At the same time, some of the underground waterways were drained. These then became caves. Lower levels, where underground waters continue to circulate, will in time become caves as the water level drops.

"The lowest cave levels are the youngest," says the park service. "The topmost, driest levels are the oldest."

Many of these Kentucky caves are quite large, and some of them might even have become famous if Mammoth Cave were not so much greater. The general feeling about all these caves was well described many years ago by a driver of the old stagecoach which once hauled visitors to the cave.

"To go from any other cave to Mammoth Cave," he said, "is like going from a log cabin to a palace."

About 150 miles of passageways have been charted in Mammoth Cave. Although it has been explored more fully than any other important cave in America, new areas are still being found. One large section was discovered as late as October, 1938. It was promptly named the "New Discovery Section."

"One five-mile stretch contains some unusually fine formations," announced the park service, as it made plans to open the new cave area to the public.

A 200-foot shaft was bored down into the New Discovery Section so that workmen and park officials could get in and out a little easier. Before the shaft was dug, it required five hours to pass through the numerous "crawlways" and "stoopways" leading to the new cave halls. At one place, the explorers had to squirm through an eight-inch crack called the "Trapdoor."

This cave section is now reached by the New Entrance, one of four entrances used by visitors on trips into the cave.

There are five different levels in the cave, the lowest of which is 360 feet underground. On several of these levels are the many high domes and deep pits and the beautiful stone formations for which the cave is so famous. There are also eight waterfalls in the cave, three rivers, one lake, and one strange body of water known as the Dead Sea.

The temperature in Mammoth Cave is always about 54 degrees. The air is pure and fresh. It is free from dust or dampness and flows gently through all parts of the cave. The weather in the cave is always the same. There are no seasons, no night or day, nothing but an everlasting sameness.

Strange as it may seem now, the cave was once used as a health resort for persons sick with tuberculosis. They believed that the even temperature and pure air might make them well again. So, in 1843, a number of small cottages were built down in the cave. Here a few persons lived for a while, trying pitifully to regain their health. The experiment was a complete failure.

Mammoth Cave has been partly explored by many different persons. It has attracted reckless adventurers and great scientists, each of whom has added something to what is known about the cave. However, the most important discoveries were made long ago by the guides whose business it was to take visitors into the cave.

One early guide was 15-year-old Stephen Bishop, a half-Negro and a half-Indian slave. It was his amazing discoveries in 1837 which brought world-wide fame to the cave. Later he was assisted by Matt and Nick Bransford, two former slaves, who served as guides for many years after Bishop passed on.

"He is buried in the park in what is called the Old Guides' Cemetery," reported an official of the park.

Some of the early guides became almost as famous for their ability to entertain visitors as for their knowledge of the cave. William Garvin was a general favorite with the public for many years. He had a large collection of stories, and he was also a good singer and something of a ventriloquist.

One of his favorite stunts was to bring his party to a halt near a certain rock formation. Then he would shine his light upon it so that a shadow would appear on the wall. If the party was made up of Americans, he would point out that the shadow was an exact likeness of George Washington. When an Englishman was along, William would tell him that the shadow looked more like the Duke of Wellington. One day he was caught telling a German that the shadow was an exact likeness of a powerful German statesman named Bismarck.

Most of the early guides passed on what they had learned about the cave to their sons or other members of their families. Because of this fact, many of the Mammoth Cave guides of past years came from a few families in the neighborhood. Now the guides are tour leaders who have been chosen in accordance with the policies of the National Park Service.

Visitors may enter the cave only on one of the conducted trips. Either short or long trips are available, and a fee for guide service is charged. The trips are safe; the trails are good; the pace is easy; and there are frequent stops. Wear a light wrap and confortable walking shoes.

The Historic, Frozen Niagara, and Crystal Lake Trips each take about 1½ hours. The Historic Trip uses the old natural entrance and features parts of the cave shown for more than a century. The Frozen Niagara Trip begins at the New Entrance and ends at the Frozen Niagara Entrance, both man-made. This trip features some of the cave's famous pits and domes and some of its most beautiful formations. The Crystal Lake Trip includes a boat ride on a beautiful lake.

On the Echo River Trip, which requires about 3 hours, visitors descend to the lowest depths of the cave open to man. The All-Day Trip has been planned for persons who want to see the entire cave. This trip requires about 7 hours and covers a 7-mile route. It begins at the Historic Entrance and ends at the Frozen Niagara Entrance. Almost all of the features of the other trips are included.

On several trips lunch is served in the beautiful Snowball Room, 267 feet underground. The dining room has running water and a telephone. An elevator brings food down from the surface. Electric lights glow beneath a ceiling of gypsum snowballs.

"All trips are electrically lighted except a part of the Echo River and All-Day Trips where we still use lanterns and torches," stated the park superintendent.

No matter which route a person chooses, he is sure to see some of the greatness and beauty for which Mammoth Cave is noted. And on each trip he also will come to know something of the story of the cave and share in its great wealth of human memories.

Not so far from the old wooden vats where the peter dirt miners worked is a room which has seen many strange gatherings. It is called the Methodist Church. Here the miners came on Sunday to worship. They sat on rough logs and listened to a sermon delivered from a pulpit of rock. And when a hymn was sung the stirring sound of strong voices would echo from the cavern walls until the whole room was alive with beautiful music.

Beyond the church and deeper in the cave is a tiny stream of water which runs into a small pool. The story is told of a blind boy who wandered about the country, making a living by playing his violin. He heard about the cave, decided to visit it himself, and lost his way. When friends found him, he was quietly sleeping beside this little pool of water. Ever since, it has been called "Wandering Willie's Spring".

Many of the formations and chambers are named after famous people. A stalagmite with one side naturally shaped as a seat is called Jenny Lind's Arm Chair. Here the famous singer sat in 1852 and sang one of her sweet songs. Another place is named Ole Bull's Concert Hall because a great violinist once gave a musical there.

Still another chamber is known as Edwin Booth's Amphitheater. This talented American actor is said to have played a short scene from "Hamlet" in this strangest of theaters at the time of his visit to the cave.

A curious story is also told about the formation known as the Bridal Altar. A Kentucky girl was deeply in love with a gallant young man. Her mother opposed the match and made the girl promise never to marry any man on the face of the earth. The lovers eloped and were married in the cave. When the mother caught up with them, she accused the girl of breaking her promise.

"Mother, dear," said the girl, "I did not marry any man on the face of the earth. I married the man of my choice in this underground room."

The Giant's Coffin, Fat Man's Misery, and the Bottomless Pit have been among the great landmarks of the cave. The first of these is an immense rock, 45 feet long, 18 feet wide, and 15 feet high. Thousands of years ago it fell from the roof or walls, and its resemblance to a coffin is so great that even persons with little imagination can see why it got its name.

Fat Man's Misery is a narrow, winding passageway more than 200 feet long. Its walls are only 18 inches apart in places and it changes direction 8 times. It is indeed a trying place for a fat man. In fact, a common question among visitors is, "How fat is the fattest man that can get through the Fat Man's Misery?"

Many interesting stories are told about this place. One man who weighed 280 pounds at the start claimed that he lost 20 pounds before he got through. Another fat man is said to have stuck fast until he thought of a deed which made him feel so small that he walked through without difficulty. To this day the guides jokingly point out places where the rocks had to bend to let some especially fat man pass.

The Bottomless Pit is a yawning black opening leading down into the earth. There are about 30 such pits in Mammoth Cave. Above each pit is a dome or a great opening leading up toward the surface. The Bottomless Pit was discovered by Stephen Bishop in 1837. Instead of being "bottomless" it is exactly 105 feet deep. Above it is Shelby's Dome, named for the first Governor of Kentucky.

These pits and domes have not been commonly found in other caverns. They are regarded as among the most interesting formations in Mammoth Cave. At one time the Bottomless Pit blocked further exploration of the cave, but Stephen Bishop threw a slender cedar pole over it and crawled across to the other side where he continued his explorations. Today this pit and many of the others are spanned by strong bridges over which tourists may walk in perfect safety.

Mammoth Dome, which may be seen on the Echo River Trip, is the highest-known dome in the cave. From top to bottom it is 192 feet, about equal to a 20-story building. Not far from the New Entrance, visitors can look up at Roosevelt Dome, 130 feet high, and look down at Silo Pit, 95 feet deep.

"What is the difference between a dome and a pit?" tourists often inquire. "That's easy," replied a tour leader. "They are pits if you look down, but they are domes if you look up."

In some parts of the cave there are mounds and even small hills of tumbled rock caused by the collapse of the cave ceiling. One giant rockfall has been named the Rocky Mountains. Another is called The Big Break, but near by is Smooth Ceiling, almost as big as a football field, and the largest expanse of ceiling in the entire cave.

"This one didn't fall," remarked one of the tour leaders.

While all of these things are of much interest, they are only a small part of what Mammoth Cave has to offer. Few indeed are those who soon forget the surprising of Frozen Niagara, or of countless other formations.

Frozen Niagara, discovered in 1923, is a waterfall in stone. It is a magnificent formation, 50 feet wide and 75 feet high, and the largest-known travertine formation in the cave. It was named after the world-famous Niagara Falls near Buffalo, New York. When the lights play upon Frozen Niagara, the resemblance to the real waterfall is very striking. There is even an "American side", a "Canadian side", and a "Goat Island" almost exactly like those at Niagara Falls.

Many people think this is the most beautiful formation in the cave, but others prefer the strange and dainty cave flowers. One part of the cavern is a treasure house of these rare gypsum formations. For those with a little imagination, the walls and ceilings appear to be covered with almost every kind of flower that is known to man.

One visitor said, "I could see buds on long, graceful stems. There were full-grown flowers with petals unfolded and drooping. Only the colors are missing."

There are thousands of these cave flowers; single flowers, bouquets, clusters, wreaths, and even gardens perfectly formed, but all in gleaming white gypsum.

At another place known as Mary's Vineyard, the formations are equally strange but quite different. Here they resemble cluster on cluster of delicious black grapes, gleaming as if covered with the fresh morning dew. But no hand reaches up to pluck them, for this is only a stone vineyard.

In still another part of the cave there is a curious formation called the Chimes. It is a row of stalactites of different lengths. When struck with the knuckles, each gives a different musical sound. With a little practice, simple tunes could be played on them, but this is no longer permitted.

Stalactites and stalagmites are found in large numbers in many parts of Mammoth Cave. In a few chambers where the ceilings are low, nearly all of the stalactites were destroyed by early visitors who wanted to bring home a souvenir. It is now strictly against the rules of the National Park Service to injure or remove any of the formations. However, there are still so many of these "stone icicles" that no great harm has been done.

Compared with other caves, such as the Carlsbad Caverns, Mammoth Cave is not especially noted for its stalactites or stalagmites. Those in the Carlsbad Caverns are many times larger and much more numerous and varied.

For that matter, the rooms in Mammoth Cave are not nearly so large as the gigantic chambers in the New Mexico Cavern. The longest room in the Kentucky cave is Chief City. It is 410 feet long, 136 feet wide, and 75 feet high. It is less than one fifth the length of Carlsbad's Big Room. So far as size is concerned, Mammoth Cave is not unusually large.

But size is not the only claim to greatness, and Mammoth Cave has more than its share of breath-taking wonders. Perhaps its outstanding feature is the trip which visitors who go to the lowest level of the cave may take. This trip is a boat ride on the quiet waters of Echo River, 360 feet underground.

Echo River, discovered in 1837, is by far the best known of Mammoth Cave's three rivers. It is from 20 to 60 feet wide, from 5 to 25 feet deep, and the part over which visitors are taken is about one half mile long. The river follows a winding course, and the roof of the tunnel is rather low. The trip is made in flat-bottom boats, one guide to each boat.

The river gets its name from the wonderful way in which sounds echo and re-echo throughout its halls. In a way, the name is misleading because there is more than a single echo. Sounds once sent on their way seem to ring on almost forever. The rock walls and ceilings toss them back and forth countless times until at last they disappear and all is quiet again.

As the boat glides along, the sound of splashing water is picked up and turned into the tinkle of a thousand tiny silver bells. The slap of waves against the rock walls becomes the music of larger and heavier bells, and the human voice raised in song produces a result beyond description. There is something about Echo River that gives depth and sweetness to a beautiful musical tone.

The walls and ceiling can also give back the fleeting rays from the torches and lanterns carried by tour leaders and visitors as the boats move into the mysterious darkness.

"Isn't it spooky?" say some of the younger visitors.

But for most, this trip through the halls of the majestic underground is simply awe-inspiring.

Strange fish live in the cave's underground waters. They have no eyes and are seldom larger than three or four inches in length. These famous blindfish are white in color. They have both scales and bones like most other fish. Even though blind, they are very sensitive and dart away at the least disturbance, often if no more than a grain of sand falls on the water.

The cave is also the home of several other forms of life. One is a blind, slithering crawfish which is almost perfectly transparent, or clear enough to see through. There are cave crickets without color and small cave beetles which are blind. Bur perhaps the most common form of life is the small brown bats, which hang by the hundreds in certain parts of the cave not usually visited.

Above ground, the beauty of the park is almost as spectacular as the great cave. Most of the park area is covered with a forest of oak, hickory, ash, and many other kinds of trees. In spring and summer, the soft green of the forest is broken only by the colors of the wild flowers. But in autumn, the forest itself is aflame with brilliant colors of red, yellow, and orange.

Whitetail deer live in the forest, and the woodchuck, cottontail rabbit, squirrel, and chipmunk are often seen near the park grounds. Many kinds of birds live in the park all year, but when the great southward migration is under way, the park is alive with bird visitors from the north.

Green River flows through the park in a steep-walled gorge, reflecting the color of its tree-clad banks. Many people enjoy a cool boat ride on this calm and lovely stream. It is always beautiful, at mid-day, at sunset, or on a moonlight cruise. At one point tourists can see where the Green is joined by Echo River as it comes from beneath the surface.

Pleasant shady trails wind through the woods and along the river. One is the Green River Bluffs Trail. Others are the River Styx and the Echo River Trails, but many like best the Sunset Point Nature Trail which has been developed as a self-guiding Trail.

The new Visitor Center with its exhibit and assembly rooms is always a popular place. Here well-arranged exhibits both show and explain what the park has to offer.

Nearly all who come here expect to see one of the truly great wonders of the world. And few, if any, are disappointed, for that is exactly what they do see in the Mammoth Cave National Park.

OUR COUNTRY'S NATIONAL PARKS
Irving, Robert Melbo
Bobbs-Merrill
Indianapolis
1941
pages 66-81

7. Each student may act as a tour guide and explain (written or oral) one area of interest.

8. Hold a panel discussion about Abraham Lincoln's contribution to our society.

9. View the filmstrip "Abraham Lincoln" from SVE.

10. Make a bulletin board mural depicting the pioneers traveling through Cumberland Gap.

11. Discuss ways in which we may keep America clean -- at home, at school, in our community, in our state, and in our nation.

12. Class could take a field trip to one of these places of national interest.

IV. State Parks - River, Lake, and Mountain

A. Suggested Time: 3 hours

B. Objectives:

1. To learn the location of the parks in Kentucky

2. To understand why each park is designated as one of the following: River, Lake, or Mountain

3. To learn the outstanding features of each park

C. Procedures and Activities:

1. Discuss the river parks, lake parks, and mountain parks.

2. Show the location of each park on the included map.

3. On the chart included allow the student to name, give the location, and the reason for each park's importance.

4. Students will do a written report on each river park showing the similarities and differences of each.

5. Make a diorama showing and contrasting the mountain parks.

6. Discuss with the students how most lake parks are located near lakes which were constructed for reasons other than recreation.

7. Divide the class into teams and allow each team to present one or two oral reports about their favorite park.

8. A class trip may be taken to a nearby state park.

V. Shrines of Kentucky

A. Suggested Time: 3 hours

B. Objectives:

1. To stimulate pupils' interest and questions with the study of places of historical significance

2. To learn the location of the shrines in Kentucky

3. To learn why certain places are so designated

C. Procedures and Activities:

1. Locate the shrines on the map included.

2. On the chart included allow the student to name, give the location, and the reason for each shrine's importance.

3. Give character sketches of some well-known pioneer leaders on a "What Was My Contribution?" program. Class will guess who is being portrayed.

4. Hold a panel discussion on ways in which certain motives and activities of various pioneer leaders helped to shape the history of Kentucky.

5. Write a brief biography of each person to whom a shrine is dedicated.

6. Have students sketch drawings of certain shrines and prepare a bulletin board using their drawings and biographies.

7. View the filmstrips "Shrines and Markers, I and II".

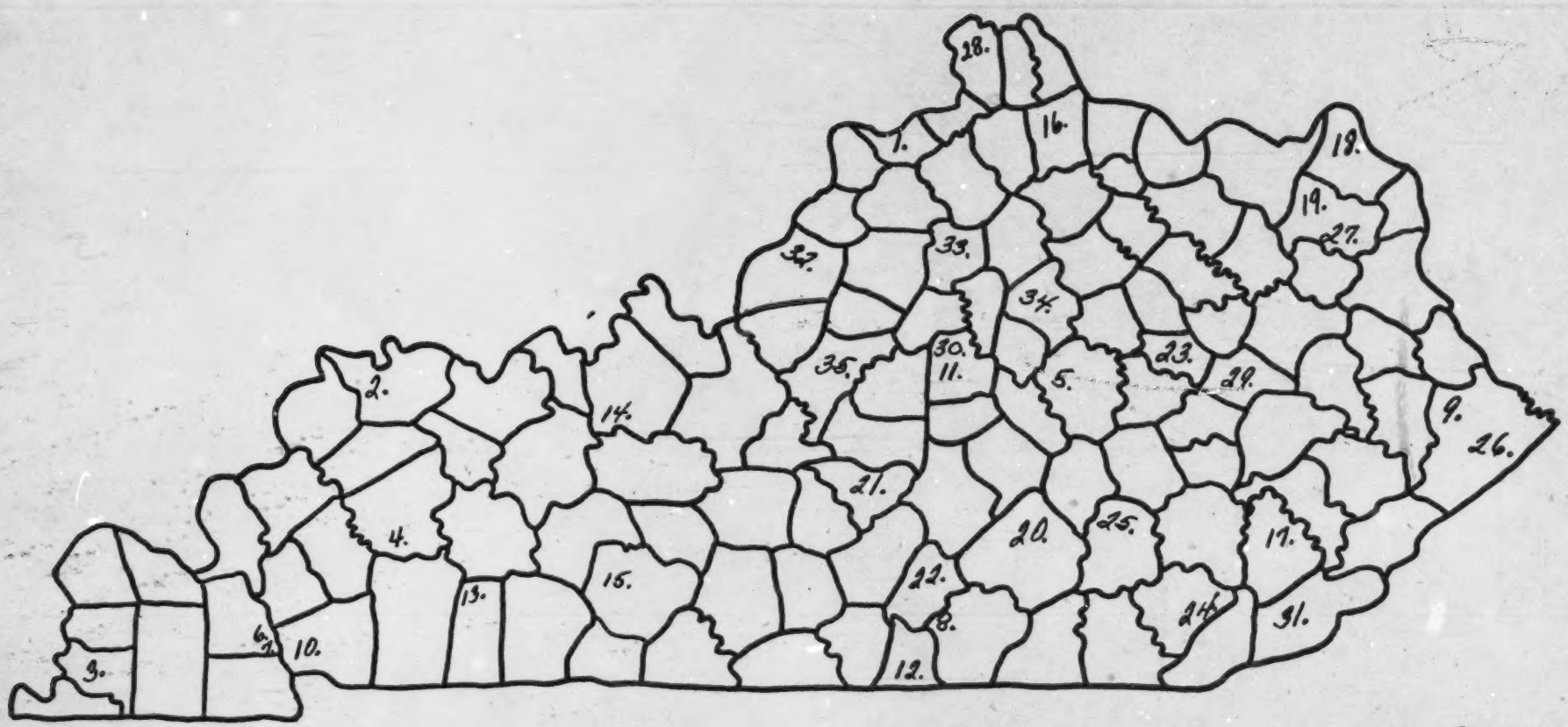
Name of Park	Location	Reason for Importance

KENTUCKY PARKS

1. General Butler
2. Audubon
3. Columbus-Belmont
4. Pennyrile Forest
5. Fort Boonesborough
6. Kentucky Dam Village
7. Kenlake (formerly Kentucky Lake and Cherokee)
8. Lake Cumberland
9. Jennie Wiley
10. Lake Barkley
11. Old Fort Harrod
12. Dale Hollow Reservoir
13. Lake Malone
14. Rough River Dam
15. Barren River Reservoir
16. Kincaid Lake
17. Buckhorn Lake
18. Greenbo Lake
19. Grayson Reservoir
20. General Burnside Island
21. Green River Reservoir
22. Cumberland Falls
23. Natural Bridge
24. Pine Mountain

25. Levi Jackson
26. Breaks Interstate
27. Carter Caves
28. Big Bone Lick
29. Sky Bridge
30. Pioneer Memorial
31. Kingdom Come
32. E. P. "Tom" Sawyer
33. Fort Hill
34. Kentucky Horse
35. Old Kentucky Home

KENTUCKY PARKS

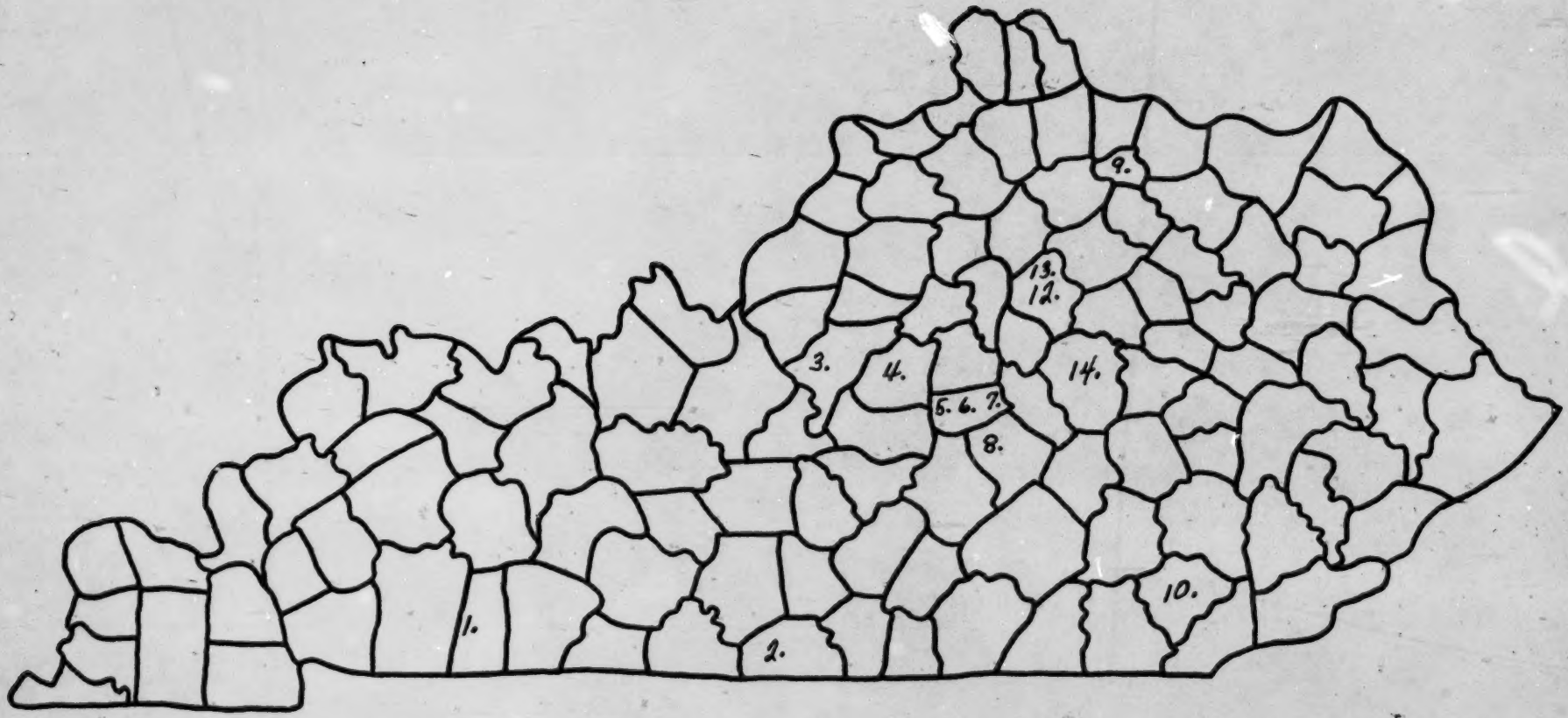


Name of Shrine	Location	Reason for Importance

KENTUCKY SHRINES

1. Jefferson Davis Monument
2. Old Mulkey Meeting House
3. My Old Kentucky Home
4. Lincoln Homestead
5. Perryville Battlefield Monument
6. Constitution Square
7. Isaac Shelby Memorial
8. William Whitley House
9. Blue Licks Battlefield Memorial
10. Dr. Thomas Walker Memorial
11. Old Fort Harrod
12. Ashland, home of Henry Clay
13. Waveland
14. White Hall

KENTUCKY SHRINES



VI. Museums

A. Suggested Time: 2 to 3 hours

B. Objectives:

1. To understand why man has always attempted to preserve a part of his past

2. To learn the location of some of the more interesting museums in Kentucky

C. Procedures and Activities:

1. Collect pictures and make an exhibit of certain museums.

2. Write to a museum for materials that illustrate parts of their collection.

3. Locate some of the Kentucky Museums on the map provided.

VII. Interesting People and Places

A. Suggested Time: 3 to 4 hours

B. Objectives:

1. To create an interest in Kentucky people and places

2. To realize that Kentuckians have made many outstanding contributions to the United States and the World

C. Procedures and Activities:

1. Read and discuss information on the governors of Kentucky from Kentucky Heritage, pages 335 - 353.

2. Talk about "Noted Kentuckians" found on page 359 in Kentucky Heritage and any others found on pages 180-181 in Inside Kentucky.

3. Do short reports on any of these noted people.

4. Do a bulletin board on "Famous Kentucky People and Places".

5. Take a class trip to some local places of interest.

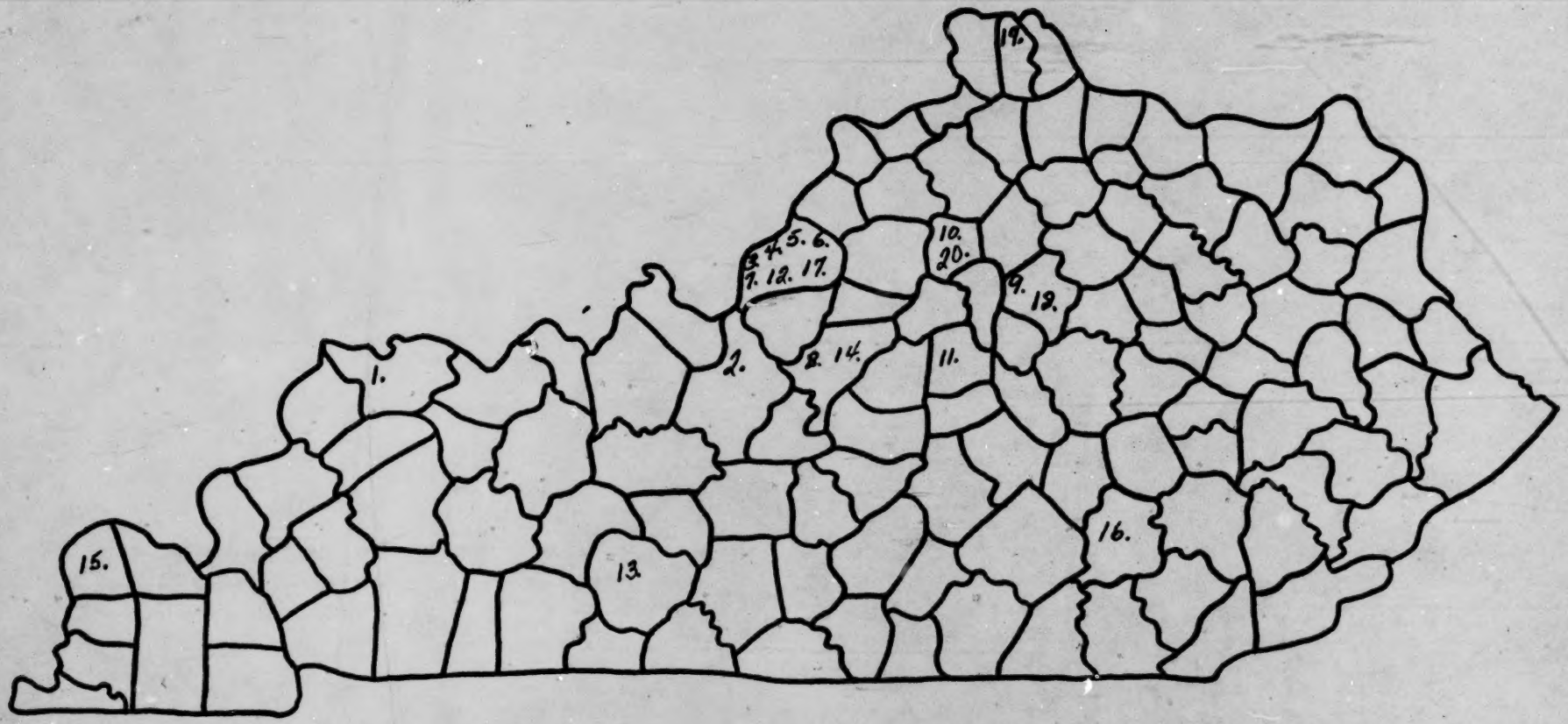
6. Locate some of the interesting places to visit on the map.

Name of Museum	Location	Reason for Importance

KENTUCKY MUSEUMS

1. Audubon Memorial Museum
2. Patton Museum
3. Louisville Museum and Art Center Association
4. J. B. Speed Art Museum
5. Kentucky Derby Museum
6. Hillerick and Bradsby Museum
7. Kentucky Railroad Museum
8. Mansion Museum
9. Carnegie Museum of Anthropology
10. Kentucky Historical Society Museum
11. Shaker Museum
12. Filson Club Museum
13. The Kentucky Building at Western Kentucky University
14. Barton Museum of Whiskey History
15. Mound Builders Museum
16. Mountain Life Museum
17. The Archeological Museum at Southern Baptist Theological Seminary
18. American Saddle Horse Museum
19. Behringer Museum of Natural History
20. Kentucky Military Museum

KENTUCKY MUSEUMS

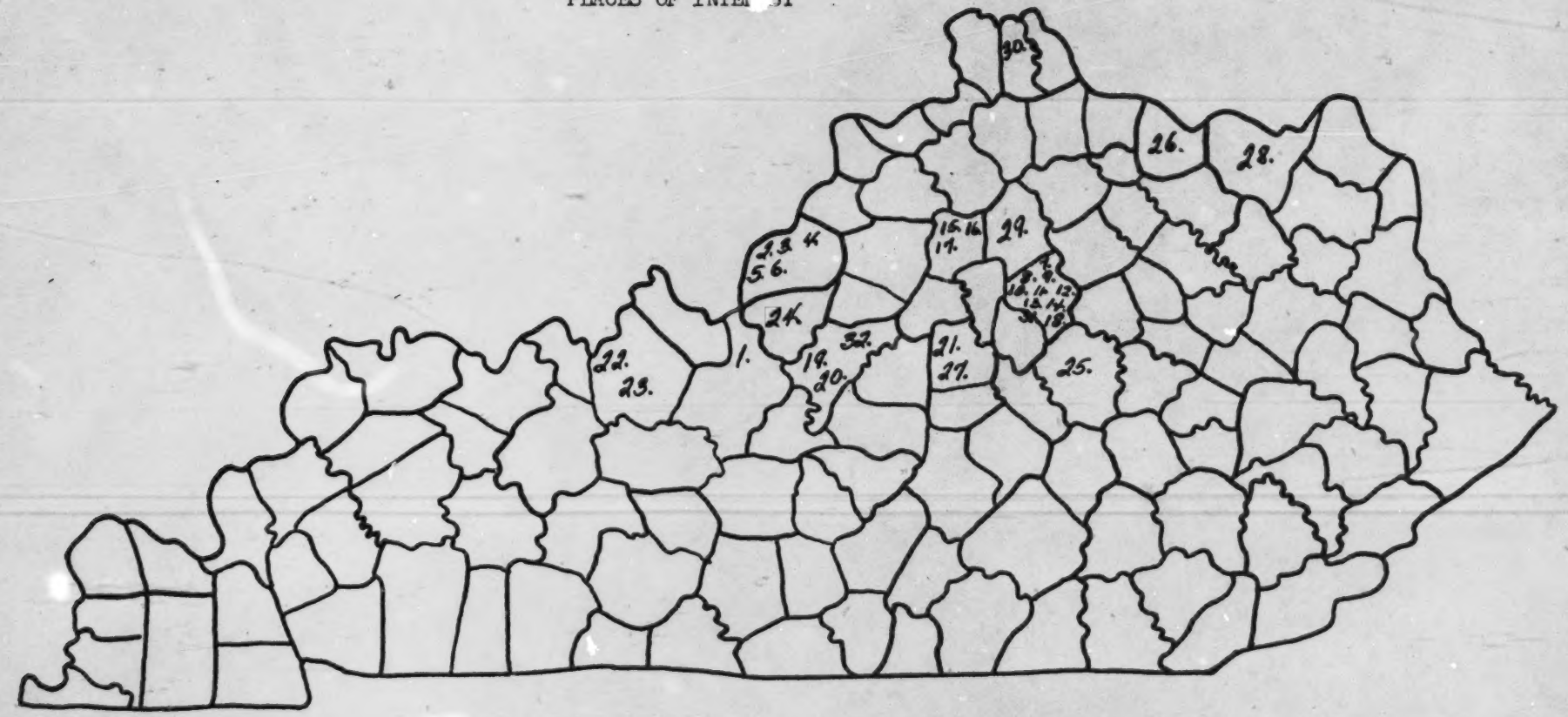


Name of Noted Place	Location	Reason for Improtance

PLACES OF INTEREST

1. Fort Knox
2. Churchill Downs
3. Farmington
4. Locust Grove
5. Confederate Monument
6. Cherokee Park
7. Hopemont
8. Old Keen Place
9. Keenland
10. Benjamin Bratz House
11. Morrison Hall
12. Calumet Farm
13. Loudon
14. Margaret King Library
15. Capitol
16. Boone's Monument
17. Liberty Hall
18. Memorial Hall
19. St. Joseph's Cathedral
20. Wickland Mansion
21. Pleasant Hill
22. Joseph Holt House
23. Ivy Hill (Lilac Hill)
24. Bernheim Forest
25. Berea College
26. Washington
27. McAfee House
28. Vanceburg Covered Bridge
29. Georgetown College
30. St. Mary's Cathedral
31. Transylvania University
32. Abbey of Our Lady of Gethsemane

PLACES OF INTEREST



KENTUCKY COVERNORS

Isaac Shelby	1792-1796	Preston H. Leslie	1871-1875
James Garrard	1796-1804	James B. McCreary	1875-1879
Christopher Greenup ..	1804-1808	Luke P. Blackburn	1879-1883
Charles Scott	1808-1812	J. Proctor Knott	1883-1887
Isaac Shelby	1812-1816	Simon Bolivar Buckner ...	1887-1891
George Madison	1816-1816	John Young Brown	1891-1895
Gabriel Slaughter	1816-1820	William O. Bradley	1895-1899
John Adair	1820-1824	William S. Taylor	1899-1900
Joseph Desha	1824-1828	William Goebel	1900-1900
Thomas Metcalfe	1828-1832	J. C. W. Beckham	1900-1907
John Breathitt	1832-1834	Augustus E. Willson	1907-1911
James T. Morehead	1834-1836	James B. McCreary	1911-1915
James Clark	1836-1839	Augustus O. Stanley	1915-1919
Charles A. Wickliffe .	1839-1840	James D. Black	1919-1919
Robert P. Letcher	1840-1844	Edwin P. Morrow	1919-1923
William Owsley	1844-1848	William J. Fields	1923-1927
John J. Crittenden ...	1848-1850	Flem D. Sampson	1927-1931
John L. Helm	1850-1851	Ruby Laffoon	1931-1935
Lazarus W. Powell, II	1851-1855	Albert B. Chandler	1935-1939
Charles S. Morehead ..	1855-1859	Keen Johnson	1939-1943
Beriah Magoffin	1859-1862	Simeon S. Willis	1943-1947
James F. Robinson	1862-1863	Earle C. Clements	1947-1950
Thomas E. Bramlette ..	1863-1867	Lawrence W. Wetherby	1950-1955
John L. Helm	1867-1867	Albert B. Chandler	1955-1959
John W. Stevenson	1867-1871	Bert T. Combs	1959-1963

Edward T. Breathitt .. 1963-1967

Louis B. Nunn 1967-1971

Wendell H. Ford 1971-1974

Julian Carroll 1974-

OUTSTANDING AUTHORS OF KENTUCKY

Allen, James Lane

Altsheler, Josephy Alexander

Alves, Juliet

Arnow, Harriette S.

Banks, Nancy Houston

Berry, Wendell

Burman, Ben Lucien

Caudill, Harry

Caudill, Rebecca

Cawein, Madison, Jr.

Chaffin, Lillie D.

Clark, Billy C.

Clark, Dorothy Park

Clark-McMeekin (Collaborators)

Clark, Thomas D.

Clift, Garret Glen

Cobb, Irvin S.

Coleman, J. Winston, Jr.

Crabb, Alfred Leland

Craig, Hardin

Creason, Joe

Dargan, Olive Tilford

Davenport, Garvin

Davis, Vern T.

Elam, Shelby S.

Ethridge, Willie Snow

Fast, Howard Melvin

Fox, Genevieve

Fox, John Jr.

Friermood, Elizabeth Hamilton

Furman, Lucy

Gentry, Winalee

Giles, Henry

Giles, Janice Holt

Gill, George Creswell

Gordon, Caroline

Guthrie, A.B., Jr.

Hall, Eliza Calvert

Hall, Wade

Hall, James Baker

Hebson, Ann

Hargis, Thomas F.

Hazel, Robert

Holt, Felix

Holt, Matt J.

Hughes, Elmer

Humphreys, R. E.

Johnson, Annie Fellows

Kelley, Eleanor Mercein

Kellner, Esther

Krock, Arthur

Lansing, Elizabeth Carleton (Hubbard)

Lewis, Hunter

Litsey, Edwin Carlile

Litsey, Sarah S.

Lloyd, John Uri

Lyons, Dorothy

McDowell, Robert

McMeekin, Clark (pseud.)

McMeekin, Isabel McLennan

Markey, Gene

Markham, Lucia Clark

Marshall, Edward

Martin, George Madden

Merriweather, Clayborn W.

Merton, Fr. Thomas

Miller, Helen (Topping)

Morton, David

Morton, Jane

Mosley, Elizabeth Robards

Mulligan, James Hiliary

Neal, Julia

O'Hara, Theodore

Pace, Mildred (Mastin)

Petrie, Cordia Green

Potter, Hugh O.

Rice, Alice Hegan

Rice, Cale Young

Roberts, Elizabeth Madox

Robertson, Harrison

Robinson, Eliot H.

Rommel, Mimi Dayton

Sessions, Will

Skinner, Constance Lindsay

Still, James

Stuart, Jesse

Summers, Hollis

Tate, Allen

Thomas, Jean

Townsend, John Wilson

Townsend, William Henry

Trout, Allen

Warren, Robert Penn

Weir, James, Sr.

Wheelright, Jere Hungerford

Wilkie, Katherine E.

Zugsmith, Leane

FAMOUS KENTUCKIANS

Abraham Lincoln Zachary Taylor	Presidents of the United States
Jefferson Davis	President of the Confederate States
Alben W. Barkley John C. Breckinridge Richard M. Johnson Adlai E. Stevenson	Vice-Presidents of the United States
Henry Clay	Secretary of State
George M. Bibb Benjamin H. Bristow John C. Carlisle James Guthrie Fred M. Vinson	Secretary of Treasury
Joseph Holt Isaac Shelby	Secretary of War
John Breckinridge John J. Crittenden James Speed	Attorney General

William T. Barry	
Joseph Holt	Postmaster General
Amos Kendall	
Charles A. Wickliffe	
Linn Boyd	
John G. Carlisle	Speaker of House of Representatives
Henry Clay	
John White	
Fred M. Vinson	Chief Justice of U. S. Supreme Court
Louis D. Brandeis	
John M. Harlan	
Horace Lurton	
James C. McReynolds	Associate Justice of U. S. Supreme Court
Samuel F. Miller	
Stanley F. Reed	
Wiley B. Rutledge	
Thomas Todd	
Robert Trimble	
John Sherman Cooper	U. S. Senator and Ambassador to India and East Germany

Cassius M. Clay	Minister to Russia
Thomas H. Clay	Minister to Nicaragua
William Preston	Minister to Spain
Beverly L. Clark	Minister to Guatemala & Honduras
Mary Anderson	Actors, Actresses
Ed Brown	
Rosemary Clooney	
Irene Dunn	
Dale Evans	
Tom Ewell	
Durwood Kirby	
Marjorie Main	
Victor Mature	
Patricia Neal	
John James Audubon	Artists
Allen Brewer	
Joseph H. Bush	
Andra Clark	
Harold Collins	
Frank Duveneck	
Oliver Frazer	
Larry Frost	
"Skip" Gliessner	

Gene Gray — Artists Cont'd

Ray Harm

Joel T. Hart

Paul Brett Johnson

Matthew Harris Jouett

John Neagle

Robert Powell

Paul Sawyier

Gideon Shyrock

Charles Spaulding

Edward Troye

William West

Robert Burns Wilson

Enid Yandell

Joseph Petro

Mohammad Ali — Athletics

William Averitt

Bob Barton

Butch Beard

Kay Beard

Gay Brewer

Don Brumfield

Jim Bunning

Blanton Collier

Dave Cowens

Bob Davis

Kenny Davis — Athletics Cont'd

Ed Diddle

Denny Doyle

Joe Fulks

Roscoe Goose

Cliff Hagen

Steve Hamilton

Peck Hickman

Paul Horning

Lou Johnson

Ellis Johnson

Jim McDaniels

Issac Burns Murphy

Bobby Nichols

Jim Price

Frank Ramsey

Phil Roof

Adolph Rupp

Mike Silliman

Pee Wee Reese

Wesley Unseld

Carl E. Bricker — Musicians

Stephen Collins Foster

Lionel Hampton

Loretta Lynn

John Jacob Niles

Jean Ritchie Pickow — Musicians Cont'd

Boots Randolph

Jim Roberts

Claude Thornhill

Jean Thomas

Mary Travers

Billy Vaughn

Daniel Boone — Pioneers

Christopher "Kit" Carson

George Rogers Clark

John Findley (Finley)

James Harrod

Richard Henderson

Benjamin Logan

Simon Kenton

Dr. Thomas Walker

Whitney Young

Jenny Wiley

James Birney — Social Reformers

Mary Breckinridge

Cassius M. Clay

Laura Clay

Cary Nation

Whitney M. Young, Jr.

Henry T. Allen	Soldiers - Generals
Simon B. Buckner, Jr.	
Don Carlos Buell	
Wilbur R. Buntin, Jr.	
Ambrose E. Burnside	
George Rogers Clark	
J. B. Faulconer	
Richard L. Frymire	
John B. Hood	
Albert Sidney Johnston	
George B. Duncan	
John Hunt Morgan	
Hugh Scott	
William S. Sibert	
Frank Long Winn	
Daniel Carter Beard	Scientists
Julius Fohs	
Ephriam McDowell	
Ormsby MacKnight	
Thomas Hunt Morgan	
Benjamin K. Rachford	
Peter Roberts	
Ellen Churchill Semple	
Nathaniel Shaler	
Nathaniel S. Slater	
Nathan Stubblefield	

William Arthur	Journalists
Barry Bingham, Sr.	
Barry Bingham, Jr.	
Tom Wallace	
Henry Watterson	
John Bradford	
Sam Alexander	Educators
Mrs. William Coomes	
John G. Fee	
Rhoda C. Kavanaugh	
Alice Lloyd	
William Holmes McGuffey	
John May	
Harvey Short Murdock	
Katherine Pettit	
Col., and Mrs. Thomas Smith	
May Stone	
Julia A. Tevis	
William B. Ward	
Gordi Young	

VIII. Kentucky Review

A. Suggested Time: 2 to 3 hours

B. Objectives:

1. To review previous learnings of this unit

2. To become more familiar with the state, the counties, the places of interest, and some of the famous people

C. Procedures and Activities:

1. Class will divide into groups. Appoint a captain to lead each group in making questions to be used to quiz the other groups.

2. Find the names of the 120 counties hidden in the puzzle.

3. Answer the questions to the "County Quiz" and locate the counties on the map provided.

4. Discuss when each county was formed and why each county is so named. This information may be obtained from pages 354-358 of Kentucky Heritage, pages 182-189 of Inside Kentucky, or from the pages included.

5. Discuss the emblems of Kentucky; then make a bulletin board using these emblems.

6. Memorize a poem by a Kentucky poet.

7. Give a book report on a book written by a Kentucky author.

8. Make a scrapbook on Kentucky using all materials collected during this unit.

IX. Evaluation

Suggested examination is typed on separate pages in case teachers want to make a duplicating master from these pages.

KENTUCKY COUNTIES

H A R R I S O N N A J E S S A M I N E K D N A L R E B M U C
A E N B Y C D A I M U H L E N B E R G E N D D O T F O G N A
N H N E I A M E T C A L F E J K L B M A A O N O P Q U B I R
C A L D W E L L R C R G R A Y S O N S I L E T C H E R R O R
O A T U E O V C A R W R O X Y Y Z A R E O L N T A F B A N O
C A R T E R Z M M A Y E X F D W V T W L G S A H R L O C A L
K R L L P Q S O M C H E N L F K J I H B A F R T D O N K G L
E E G L I E H O P K I N S R L I S H D M N B G A I W M E R T
C A N B E S E C N E C U D O O E N E E I F N G B N N A N O H
N I J T K N L M O N K P R L Y Q N N N R O W A N S T H U M W
E M K I O L B E M F M E D Y D A I R O T X H A R T X D W V H
R N L J H N Y G N F A R C A I F B Y S A Y Z D R A L L A B I
W A S H I N G T O N N R E T E A B G N P E N D L E T O N U T
A O E L L I O T T P Q Y S E D N N R H S E T U W V E U R A L
L N O C B A R K N I H I T Q A I O A O A N N A L R A H S Z E
O M D D S P N L I J R G I P V L S V J A N E C A L L O W A Y
P N C E F N I M L H B F L I I K A E S O T A R E M N U S E T
U X D E R O C K C A S T L E E N M S S P M D H R R J K L A W
L W Z X Z S R U E R O D A S S A U R O P E W I M A T S A R T
A B O C D T O D E N I E B M S R E F B G A H E I J W B U U M
S N B A R R E N K O Y T C O L F I E M Y B F N B O Q U R S E
K Q R S T E U V W S R N T K F X L I N C O L N Y S Z T E S A
I R E A B B C D E I A H O E F L S E Q U Y E L M O T L L E D
T O A B C O D R D D E E J S N U E S T U L M N A X T E P L E
T M T L O R I R E A R A N U N D L C X S E I S R H O R R L T
I R H P C M A X N M C D E O F O E T O A B N U I X S H O R T
L Z I N M R E O C K C H R U O X M N O R T G H O S C R I V E
L I T G R A Y I S I M P S O N B A D I N O M O N R O E A O Y
U W T A G L B O X P O W E L L C A S E Y R E M O G T N O M A
B E G D I R N I K C E R B A C D N I C H O L A S O T H E I F

Hidden are the 120 counties of Kentucky.

KENTUCKY COUNTIES

Adair
Allen
Anderson

Ballard
Barren
Bath
Bell
Boone
Bourbon
Boyd
Boyle
Bracken
Breathitt
Breckinridge
Bullitt
Butler

Caldwell
Calloway
Campbell
Carlisle
Carroll
Carter
Casey
Christian
Clark
Clay
Clinton
Crittenden
Cumberland

Daviess

Edmonson
Elliott
Estill

Fayette
Fleming
Floyd
Franklin
Fulton

Gallatin
Garrard
Grant
Graves
Grayson
Green
Greenup

Hancock
Hardin
Harlan
Harrison
Hart
Henderson
Henry
Hickman
Hopkins

Jackson
Jefferson
Jessamine
Johnson

Kenton
Knott
Knox

Larue
Laurel
Lawrence
Lee
Leslie
Letcher
Lewis
Lincoln
Livingston
Logan
Lyon

McCracken
McCreary
McLean
Madison
Magoffin
Marion

Marshall
Martin
Mason
Meade
Menifee
Mercer
Metcalfe
Monroe
Montgomery
Morgan
Muhlenberg

Nelson
Nicholas

Ohio
Oldham
Owen
Owsley

Pendleton
Perry
Pike
Powell
Pulaski

Robertson
Rockcastle
Rowan
Russell

Scott
Shelby
Simpson
Spencer

Taylor
Todd
Trigg
Trimble

Union

Warren
Washington
Wayne
Webster
Whitley
Wolfe
Woodford

COUNTIES OF KENTUCKY

COUNTY QUIZ

The following descriptions of people remembered in American history can be answered with the names of Kentucky counties.

1. His most remembered words are "give me liberty or give me death."

2. This early President is also known as an architect, inventor, and writer.

3. These two men blazed a new trail to the Pacific Ocean on their two-year expedition in the early 1800s.

4. He led the Union armies during the Civil War and later became our 18th President.

5. This President is best remembered for a doctrine he proclaimed in 1823 warning European countries not to interfere with free nations of the Western Hemisphere.

6. His was the boldest signature on the Declaration of Independence.

7. This name is shared by our 9th and 23rd Presidents.

8. During colonial times he explored and blazed trails through Kentucky.

9. This Confederate general led raids in Kentucky during the Civil War.

10. A leading American statesman during the early 1800s, he made Kentucky his home and built a beautiful estate in Lexington.

11. The assassinations of Lincoln and Kennedy brought this name to the Presidency twice.

12. He led the Green Mountain Boys during the American Revolution.

13. He is best known as inventor of the telephone.

14. This is the family name of two brothers who became famous U. S. Naval Officers during the 1800s.

15. Appointed by President Adams in 1801, he became the best-known chief justice of the United States.

16. A leading statesman during the Revolutionary War, he is well known for his inventions and writings.

17. He is known as the "Father of his Country".

18. This was Mary Lincoln's maiden name.

19. Called "the Father of the Constitution," he was our nation's fourth President.

20. He commanded the Confederate Army during the Civil War.

21. This name is connected with "Old Hickory" and "Stonewall."

22. This American orator was one of our most able lawyers and was instrumental in getting the Senate to accept the Compromise of 1850.

23. Born in Hardin, now Larue County, Kentucky, he became the 16th President.

24. This is President Harding's first name.

25. As an officer in the Revolutionary War, he became known as "Mad Anthony."

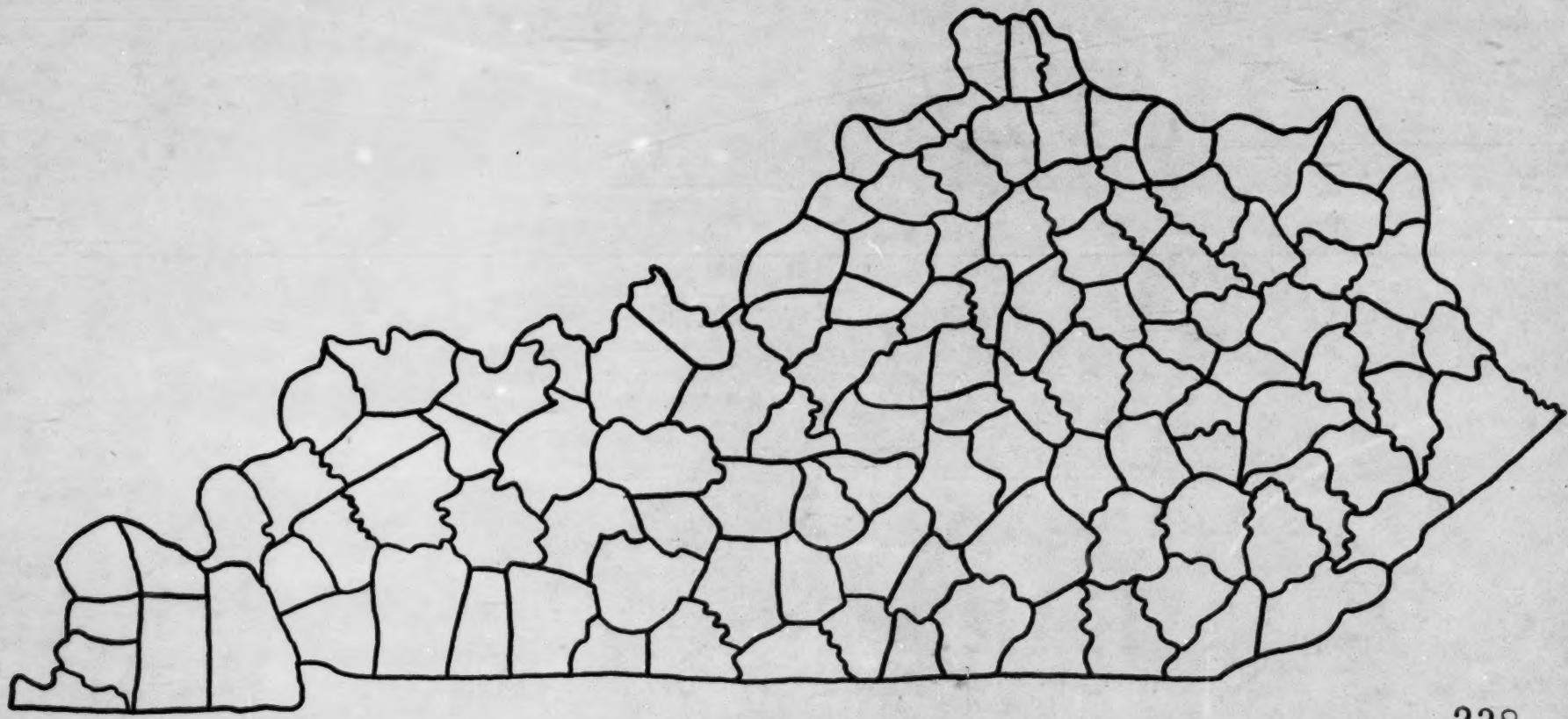
26. Although he served only sixteen months as President, his courage during the Mexican War made him a national hero.

27. Along with Jeremiah Dixon, he surveyed land in 1767 to divide the slave and the non-slave states.

28. He gained fame as a Union general and political leader and named May 30, 1868, as the first Memorial Day.

29. This American statesman helped draw up the Declaration of Independence and administered the Presidential oath of office to George Washington.

KENTUCKY COUNTY QUIZ



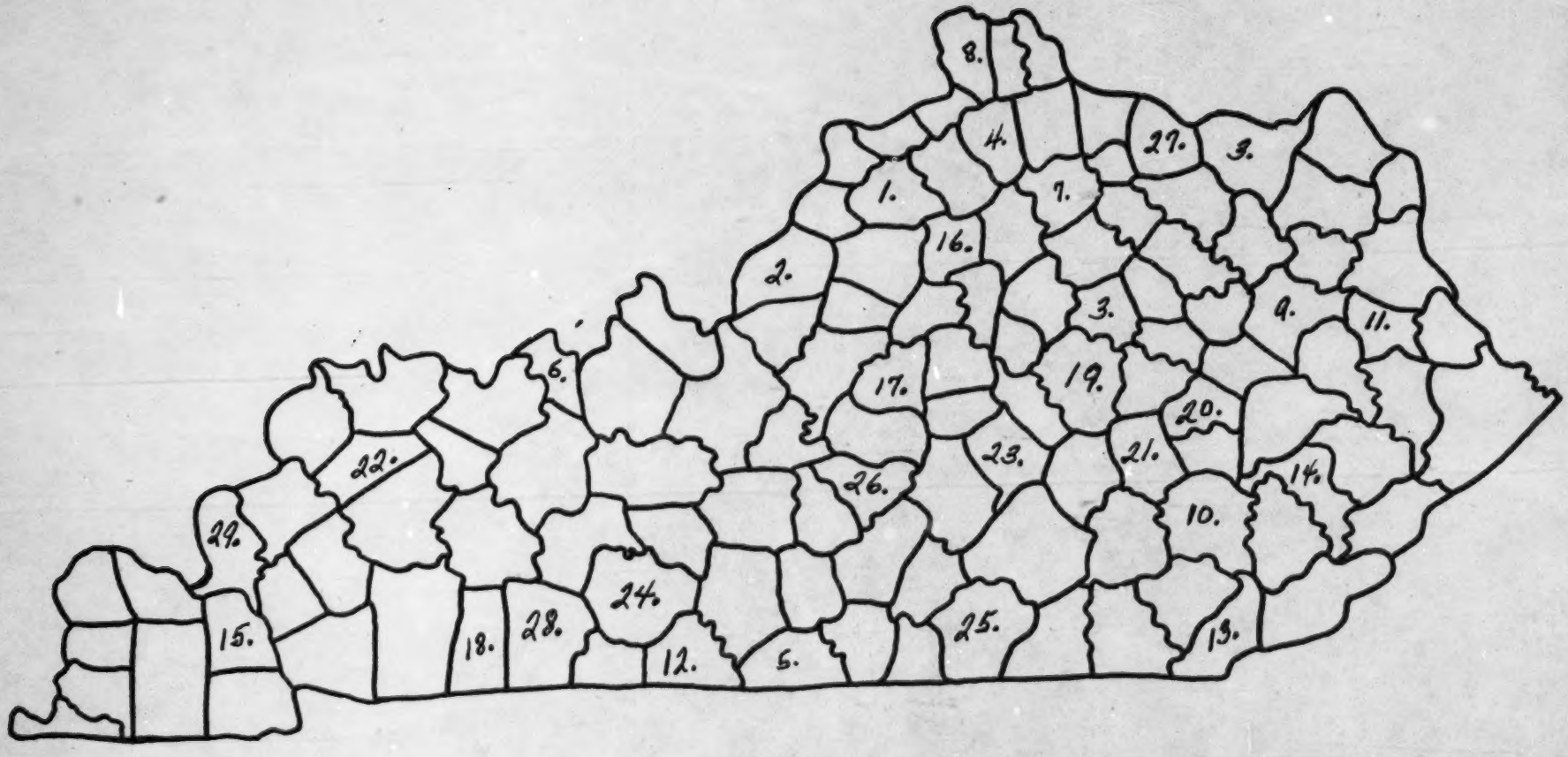
237

238

KEY to COUNTY QUIZ

1. Henry
2. Jefferson
3. Lewis and Clark
4. Grant
5. Monroe
6. Hancock
7. Harrison
8. Boone
9. Morgan
10. Clay
11. Johnson
12. Allen
13. Bell
14. Perry
15. Marshall
16. Franklin
17. Washington
18. Todd
19. Madison
20. Lee
21. Jackson
22. Webster
23. Lincoln
24. Warren
25. Wayne
26. Taylor
27. Mason
28. Logan
29. Livingston

KEY TO COUNTY QUIZ



FORMATION OF COUNTIES

New Counties	Old Counties	Year
1. Jefferson	Kentucky	1780
2. Fayette	Kentucky	1780
3. Lincoln	Kentucky	1780
4. Nelson	Jefferson	1784
5. Bourbon	Fayette	1785
6. Mercer	Lincoln	1785
7. Madison	Lincoln	1785
8. Mason	Bourbon	1788
9. Woodford	Fayette	1788
10. Washington	Nelson	1792
11. Scott	Woodford	1792
12. Shelby	Jefferson	1792
13. Logan	Lincoln	1792
14. Clark	Fayette and Bourbon	1792
15. Hardin	Nelson	1792
16. Green	Lincoln and Nelson	1792
17. Harrison	Bourbon and Scott	1793
18. Franklin	Woodford, Mercer and Shelby	1794
19. Campbell	Harrison, Scott, and Mason	1794
20. Bullitt	Jefferson and Nelson	1796
21. Christian	Logan	17[illegible]
22. Montgomery	Clark	17[illegible]
23. Bracken	Mason and Campbell	1796
24. Warren	Logan	1796
25. Garrard	Mercer, Lincoln, and Madison	1796
26. Fleming	Mason	1798
27. Pulaski	Lincoln and Green	1798
28. Pendleton	Bracken and Campbell	1798
29. Livingston	Christian	1798
30. Boone	Campbell	1798
31. Henry	Shelby	1798
32. Cumberland	Green	1798
33. Gallatin	Franklin and Shelby	1798
34. Muhlenburg	Logan and Christian	1798
35. Ohio	Hardin	1798
36. Jessamine	Fayette	1798
37. Barren	Warren and Green	1798
38. Henderson	Christian	1798
39. Breckinridge	Hardin	1799
40. Floyd	Fleming, Montgomery, and Mason	1799
41. Knox	Lincoln	1799
42. Nicholas	Bourbon and Mason	1799
43. Wayne	Pulaski and Cumberland	1800
44. Adair	Green	1801
45. Greenup	Mason	1803
46. Casey	Lincoln	1806
47. Clay	Madison, Knox, and Floyd	1806
48. Lewis	Mason	1806

49.	Hopkins	Henderson	1806
50.	Estill	Madison and Clark	1808
51.	Caldwell	Livingston	1809
52.	Rockcastle	Lincoln, Pulaski, Madison, and Knox	1810
53.	Butler	Logan and Ohio	1810
54.	Grayson	Hardin and Ohio	1810
55.	Union	Henderson	1811
56.	Bath	Montgomery	1811
57.	Allen	Warren and Barren	1815
58.	Daviess	Ohio	1815
59.	Whitley	Knox	1818
60.	Harlan	Floyd and Knox	1819
61.	Hart	Hardin and Green	1819
62.	Owen	Scott, Franklin, and Gallatin	1819
63.	Simpson	Logan, Warren, and Allen	1819
64.	Todd	Logan and Christian	1819
65.	Monroe	Barren and Cumberland	1820
66.	Trigg	Christian and Caldwell	1820
67.	Grant	Pendleton	1820
68.	Perry	Clay and Floyd	1820
69.	Lawrence	Greenup and Floyd	1821
70.	Pike	Floyd	1821
71.	Hickman	Caldwell and Livingston	1821
72.	Calloway	Hickman	1822
73.	Morgan	Floyd and Bath	1822
74.	Oldham	Jefferson, Shelby, and Henry	1823
75.	Graves	Hickman	1823
76.	Meade	Hardin and Breckinridge	1823
77.	Spencer	Nelson, Shelby, and Bullitt	1824
78.	McCracken	Hickman	1824
79.	Edmondson	Warren, Hart, and Grayson	1825
80.	Laurel	Rockcastle, Clay, Knox, and Whitley	1825
81.	Russell	Adair, Wayne, and Cumberland	1825
82.	Anderson	Franklin, Mercer, and Washington	1827
83.	Hancock	Breckinridge, Daviess, and Ohio	1829
84.	Marion	Washington	1834
85.	Clinton	Wayne and Cumberland	1835
86.	Trimble	Gallatin, Henry, and Oldham	1836
87.	Carroll	Gallatin	1838
88.	Carter	Greenup and Lawrence	1838
89.	Breathitt	Clay, Perry, and Estill	1839
90.	Kenton	Campbell	1840
91.	Crittenden	Livingston	1842
92.	Marshall	Calloway	1842
93.	Ballard	Hickman and McCracken	1842
94.	Boyle	Mercer and Lincoln	1842
95.	Letcher	Perry and Harlan	1842
96.	Owsley	Clay, Estill, and Breathitt	1843
97.	Johnson	Floyd, Lawrence, and Morgan	1843
98.	Larue	Hardin	1843
99.	Fulton	Hickman	1845
100.	Taylor	Green	1848

101.	Powell	Montgomery, Clark, and Estill	1852
102.	Lyon	Caldwell	1854
103.	McLean	Daviess, Muhlenburg, and Ohio	1854
104.	Rowan	Fleming and Morgan	1856
105.	Jackson	Estill, Owsley, Clay, Laurel, Rockcastle, and Madison	1858
106.	Metcalfe	Barren, Green, Adair, Cumberland, and Monroe	1860
107.	Boyd	Greenup, Carter, and Lawrence	1860
108.	Magoffin	Morgan, Hohnson, and Floyd	1860
109.	Webster	Hopkins, Henderson, and Union	1860
110.	Wolfe	Morgan, Breathitt, Owsley, and Powell	1860
111.	Robertson	Nicholas, Harrison, Bracken, and Mason	1867
112.	Bell	Harlan and Knox	1867
113.	Menifee	Bath, Morgan, Powell, Montgomery, and Wolfe	1869
114.	Elliott	Morgan, Carter, and Lawrence	1869
115.	Lee	Owsley, Estill, Wolfe, and Breathitt	1870
116.	Martin	Pike, Johnson, Floyd, and Lawrence	1870
117.	Leslie	Clay, Perry, and Harlan	1878
118.	Knott	Perry, Floyd, Letcher, and Breathitt	1884
119.	Carlisle	Ballard	1886
120.	McCreary	Pulaski, Wayne, and Whitley	1912

ORIGINS OF COUNTY NAMES

Adair County was named for General John Adair, who was born in South Carolina, in 1757. He came to Kentucky in 1786. He was a brave and efficient soldier in all the Indian wars, and commanded the Kentucky troops in the battle of New Orleans. He was elected governor of Kentucky in 1820.

Allen County was named for Colonel John Allen, who was born in Rockbridge County, Virginia, December 30, 1772. He came to Kentucky in 1780. He was a brave and competent officer in the wars with the Indians, and was killed at the River Raisin.

Anderson County was named for Richard Clough Anderson, Jr. who was born August 4, 1788, at Louisville. He was prominent in public life and died July 24, 1826, on his way to attend a congress at Panama of South American states.

Ballard County was named for Captain Bland W. Ballard, who was born near Fredericksburg, Virginia, October 16, 1761, and who came to Kentucky in 1779. He was a brave soldier and competent officer in all the struggles with the Indians in the pioneer days of Kentucky.

Barren County was so named because when first seen by white men, this area was part of a prairie county of considerable extent. Not being familiar with the fertility of prairies, these explorers called them the Barrens.

Bath County was so called from the great number of its springs, the waters of which have medicinal qualities.

Bell County was named after Joshua Fry Bell of Danville, Kentucky, and was first called Josh Bell County.

Boone County was named in honor of Colonel Daniel Boone, the heroic explorer and pioneer of Kentucky.

Bourbon County was named for the House of Bourbon, of France. This house provided money and sent men to America to aid the colonies in the War of the Revolution.

Boyd County was named in honor of Hon. Linn Boyd, a native of Tennessee, but long a resident of Kentucky and prominent in public life.

Boyle County was named for Hon. John Boyle, who was chief justice of the Court of Appeals of Kentucky for nearly seventeen years.

Bracken County was so called because of the names of the creeks, Big and Little Bracken, located in this county. The creeks were named for William Bracken, a pioneer.

Breathitt County was named in honor of Governor John Breathitt.

Breckinridge County was named in honor of John Breckinridge, a native of Virginia, but a pioneer in Kentucky. He was a man of great ability, a distinguished lawyer and a statesman. He was the founder of the Breckinridge family in Kentucky.

Bullitt County was named in honor of Alexander Scott Bullitt, who was lieutenant governor of Kentucky in the year 1800.

Butler County was named in honor of General Richard Butler, of Pennsylvania, who was an officer in the Revolutionary War. He was slain by an Indian in St. Clair's defeat.

Caldwell County was named for General John Caldwell, a native of Virginia, who moved to Kentucky in 1781. He was in the expedition commanded by George Rogers Clark against the Indians in 1786. He was prominent in public life in his day. He was lieutenant governor of the state in 1804, and died in Frankfort, November 19th, of that year.

Calloway County was named in honor of Colonel Richard Calloway, a pioneer who arrived in Kentucky with his family in 1776. He was prominent in the public affairs from the time he arrived until his death.

Campbell County was named in honor of Colonel John Campbell, a native of Ireland. He was a pioneer, and had a grant of 4,000 acres of land from Virginia. This tract of land joined the City of Louisville on the South. Colonel Campbell was a member from Jefferson County of the convention which formed the first constitution of Kentucky.

Carlisle County was named in honor of Hon. John Griffin Carlisle, who was prominent not only in public affairs of Kentucky, but also of the nation. He was born in Kenton County, Kentucky, September 5, 1835.

Carroll County was named in honor of Charles Carroll, of Carrollton, one of the signers of the Declaration of Independence from Maryland.

Carter County was named for Colonel William G. Carter, who was state senator from the counties of Lewis, Greenup, and Lawrence at the time of its formation.

Casey County was named in honor of Colonel William Casey, who was born in Frederick County, Virginia. He moved to Kentucky in the winter of 1779-80, settling on the Hanging Fork of Dick's River, where he remained until 1791, when he moved to Russell's Creek, and established another station. It was fifty miles from a settlement.

Christian County was named for Colonel William Christian, who was born in Augusta County, Virginia, and was a soldier in the Revolutionary War. He came to Kentucky in 1785 and settled on Bear Grass Creek. He was killed in a battle with the Indians north of the Ohio, in 1786.

Clark County was named in honor of General George Rogers Clark, who was born in Albemarle County, Virginia, November 19, 1752, and whose brilliant military achievements were of the greatest benefit to his country.

Clay County was named in honor of General Green Clay, who was born in Powhattan County, Virginia, Augusta 14, 1757, and who came to Kentucky when a boy. He was prominent in the state for nearly half a century.

Clinton County was named in honor of Governor DeWitt Clinton of New York.

Crittenden County was named in honor of John Jordan Crittenden, a native of Woodford County, Kentucky. Mr. Crittenden was a leader in political affairs in Kentucky to the end of his life. He held all the great positions in the gift of the people of the state.

Cumberland County was named for the Cumberland River, which passes through the county. The name Cumberland was fixed in Kentucky by D. Thomas Walker, who bestowed it on the great range of mountains now separating the state from Virginia.

Daviess County was named in honor of Joseph Hamilton Daviess, who was born in Bedford County, Virginia, March 4, 1774. He came to Kentucky in 1792 on a military expedition. He studies law in the office of George Nicholas. When admitted to practice he settled in Danville, but later moved to Frankfort. He was given a command of troops with the rank of major in the campaign of General William Henry Harrison against the Indians on the Wabash, and was killed in the battle of Tippecanoe, November 7, 1811.

Edmonson County was named for Captain John Edmonson, who was born in Washington County, Virginia, and settled in Fayette County, Kentucky, in 1790. He was in command of a company of volunteer troops in the expedition of Colonel John Allen, in 1812. He was killed in the battle of the River Raisin, January 22, 1813.

Elliott County was named for Judge John M. Elliott, who was born in Scott County, Virginia, May 16, 1820. Judge Elliott was admitted to the bar in 1843, and established an office in Prestonsburg in Floyd County. He was prominent in public affairs, especially in the Civil War period. He was a judge of the Court of Appeals at the time of his death. He was murdered by a man who was affected by an adverse decision of the court.

Estill County was named for Captain James Estill, who was born in Augusta County, Virginia. He came early to Kentucky and built Estill's Station. He was killed in 1782 in battle with Indians, in what is now Montgomery County, Kentucky.

Fayette County was named for General Gilbert Mortier de La Fayette, of France. At Metz he resolved to aid the struggling patriots of America. He crossed the Atlantic and joined the Revolutionary forces. He aided much in securing American independence.

Fleming County was named for Colonel John Fleming, who was born in Virginia and who came to Kentucky in 1787. He built Fleming's Station in what is now Fleming County, in 1790. He died in 1794.

Floyd County was named for Colonel John Floyd, who was born in Virginia about 1750. He was one of the early surveyors of land in what is now the state of Kentucky. His first survey was made May 2, 1774, in what is now Lewis County, opposite the Scioto River. This survey included 200 acres and was made for Patrick Henry, a patriot and orator of Virginia. Colonel Floyd was one of the surveyors recalled by Governor Dunmore, who sent Daniel Boone and Michael Stoner to warn the surveyors on the Ohio to return to the settlements, because of impending war with the Indians on the Upper Ohio.

Franklin County was named for Benjamin Franklin, a native of Massachusetts, but who spent most of his life as a citizen of Pennsylvania. He was connected with many of the movements which gained the Independence of America.

Fulton County was named in honor of Robert Fulton, who was born in Pennsylvania in 1765, and who invented the first practical steamboat.

Gallatin County was named for Albert Gallatin, who was born in Geneva, Switzerland, January 29, 1761. He came to America when he was a young man and made his home in Pennsylvania, in which state he took a part in public affairs. He was Secretary of the Treasury under President Jefferson. He was a man of fine mind and was educated at the University of Geneva. His writings on many subjects are authority to this day, especially those on the North American Indians. Once, in a debate in the United States Senate, Ingalls of Kansas said: "Pennsylvania has had but two great men--Benjamin Franklin, of Massachusetts and Albert Gallatin, of Switzerland."

Garrard County was named for James Garrard, who was born in Stafford County, Virginia, January 14, 1749. He was a pioneer in Kentucky and was elected governor of the state.

Grant County was named after Samuel Grant, who was killed by the Indians on the north bank of the Ohio River, opposite this county in the year 1794.

Graves County was named for Captain Benjamin Graves, who was born in Virginia, but who came to Kentucky when quite young. He was a major in the regiment of Colonel Lewis in the War of 1812, and was killed in the battle of the River Raisin.

Grayson County was named for Colonel William Grayson, who was a native of Virginia and who bore an active part in the early history of that state. He voted against the ratification of the constitution of the United States in the Virginia convention, but was afterwards elected to the United States Senate from Virginia.

Green County was named after General Nathaniel Greene, who was born in Warwick, Rhode Island, May 22, 1742, and was one of the most distinguished officers in the American Revolution.

Greenup County was named for Governor Christopher Greenup, who was born about 1750 in the State of Virginia. He was a Revolutionary soldier. After the Revolution he settled in Kentucky. In 1804 he was elected governor for the state. He died April 27, 1818.

Hancock County was named for John Hancock, the first to sign the Declaration of Independence and whose signature has become famous.

Hardin County was named for Colonel John Hardin, who was born in Fauquier County, Virginia, October 1, 1763. He was a soldier in the Revolutionary War. He came to Kentucky in 1786 and settled in what is now Washington County. He was a soldier in the expeditions into the country north of the Ohio River against the Indians. In one of these expeditions he lost his life, being murdered by the savages.

Harlan County was named for Major Silas Harlan, a native of Berkeley County, Virginia. He came to Kentucky in 1774, and was active in all the movements against the Indians. He was in the Illinois campaign of George Rogers Clark. He was killed in the battle of Blue Licks.

Harrison County was named for Colonel Benjamin Harrison, who was at the time a representative in the Kentucky Legislature from Bourbon County. Colonel Harrison was a native of Pennsylvania. He was active in public affairs. He was a member of the convention which formed the first constitution of the state, and held various public offices.

Hart County was named for Captain Nathaniel G. T. Hart, who was born in Hagerstown, Maryland, and who moved with his father to Lexington when but a child. He was a soldier in the War of 1812 and was murdered by Indians shortly after the battle of the River Raisin.

Henderson County was named in honor of Colonel Richard Henderson, who was born in Hanover County, Virginia, April 27, 1735. Colonel Henderson made a treaty with the Cherokee Indians, who sold him a large part of the State of Kentucky. This sale was never approved by the State of Virginia, although Colonel Henderson established the town of Boonesborough and attempted to organize a government for the lands which he had purchased. He assembled a legislature and it formulated laws for a colony. Although his plans collapsed he made a place for himself in Kentucky history.

Henry County was named for the patriot and orator, Patrick Henry, who was governor of Virginia when Kentucky was made a part of Fincastle County, Virginia, and later Kentucky County, Virginia. Patrick Henry was born in Hanover County, Virginia, May 29, 1736. He lent his great powers to the establishment of American Independence.

Hickman County was named for Captain Paschal Hickman, a native of Virginia, but who came as a child to Kentucky with his father, the Rev. William Hickman, who settled in Franklin County. He served in the War of 1812 and was murdered in the massacre following the battle of the River Raisin.

Hopkins County was named for General Samuel Hopkins, who was born in Albemarle County, Virginia, and was an officer in the Revolutionary War. He moved to Kentucky in 1797 and settled on the Green River.

Jackson County was named after General Andrew Jackson, who was born in the Waxhaw settlement, North Carolina, March 15, 1767, died near Nashville, Tennessee, June 8, 1845. General Jackson was the hero of the battle of New Orleans, and was President of the United States. He was one of the great Americans.

Jefferson County was named for Thomas Jefferson, author of the Declaration of Independence and President of the United States.

Jessamine County was named for Jessamine Creek, which flows through the county. The creek was named for a beautiful girl, Jessamine Douglas. Her father settled at the head of this creek, at a very early day. The daughter was sitting upon a rock at a spring at one of the heads of the creek, when an Indian stole upon her and killed her with a tomahawk.

Johnson County was named in honor of Colonel Richard M. Johnson, who was born at Bryant's Station, Fayette County. He was in the battle of the Thames, and by some was believed to have killed the great Indian chief, Tecumseh. He served Kentucky in Congress. In 1836 was elected Vice President of the United States.

Kenton County was named for General Simon Kenton, who was born in Fauquier County, Virginia, April 13, 1755. He came to Kentucky when he was little more than sixteen years of age as the result of injuries he inflicted upon his rival in a love affair. He became

one of the most noted of the Kentucky pioneers. A biography of him will embrace the entire pioneer period of Kentucky. He died in Ohio, April 29, 1836, within a short distance of where the Indians had made preparations to burn him at the stake, fifty-eight years before.

Knott County was named in honor of J. Proctor Knott, who was governor of Kentucky when the county was formed.

Knox County was named for General Henry Knox, a native of Boston, Massachusetts, where he was born July 25, 1750. He was a soldier in the battle of Bunker Hill, as well as many other battles of that struggle.

Larue County was named for John Larue, a native of Virginia, who came with a company and settled at Phillips' Fort.

Laurel County was named for the Laurel River which runs through the county.

Lawrence County was named for Captain James Lawrence of the United States Navy, who was born in in New Jersey in 1781. He was a famous naval commander. On the first of June, 1813, he engaged the British frigate Shannon outside Boston Harbor. After he had received a wound, which later proved fatal, he was carried below. As they were taking him down he uttered the command which has become immortal: "Don't give up the ship." He died the fifth day of June, 1813, and is buried at Halifax.

Lee County was named in honor of General Robert E. Lee, who was born in Westmoreland County, Virginia, January 19, 1807; died in Lexington, Virginia, October 12, 1870. General Lee was of the famous Lee family and was commander of the Confederate armies of the Civil War.

Leslie County was named in honor of Preston H. Leslie, who was governor of Kentucky from September 13, 1781 to September, 1875.

Letcher County was named for Governor Robert P. Letcher, who was governor of the state when the county was formed. Governor Letcher was born in Garrard County. He died in Frankfort, January 4, 1861.

Lewis County was named for Captain Meriweather Lewis, who commanded the great exploring expedition up the Missouri River, across the Rocky Mountains, and down the Columbia River to the Pacific Ocean.

Lincoln County was named for General Benjamin Lincoln, a Virginia officer, who rendered distinguished services in the patriot army of the Revolution.

Livingston County was named for Robert R. Livingston, of New York, one of the signers of the Declaration of Independence.

Logan County was named for General Benjamin Logan, who was born in Augusta County, Virginia. He came to Kentucky in 1775, and built Logan's Fort or Logan's Station. He removed his family to Kentucky in 1776. General Logan was one of those pioneers who made himself immortal in the struggle with the Indians and establishment of the State of Kentucky. He was a member of the convention which formed the first constitution of Kentucky, and also of the 1799 constitutional convention.

Lyon County was named for Colonel Matthew Lyon, who was born in County Wicklow, Ireland, in 1746, and who died at Spadra Bluff, Arkansas, August 1, 1822. To cross the ocean he bonded himself to the captain, who sold him to a Connecticut farmer for two bulls. After serving the time for which he was sold, he went to Vermont. He was a soldier in the Army of the Revolution. After American Independence had been secured he was elected to Congress. He was a bitter opponent of President John Adams, and was fined $1,000 for his remarks on the Alien and Sedition Laws and imprisoned for four months. He was reelected to Congress while imprisoned. In the contest for the presidency between Jefferson and Burr, Colonel Lyon cast the vote from Vermont for Jefferson on the thirty-sixth ballot, making him President of the United States.

McCracken County was named for Captain Virgil McCracken, a native of Woodford County, Kentucky. He was killed at the head of his company in the battle of the River Raisin, January 22, 1813.

McCreary County was named for James B. McCreary, who was governor of Kentucky when the county was formed.

McLean County was named for Judge Alney McLean, who was a native of Burke County, North Carolina. He settled in Greenville, Muhlenburg County, April, 1805, and engaged in the practice of law. He was a staunch friend of Henry Clay and cast the electoral vote of Kentucky twice for Clay for President of the United States. For many years he was judge of the Circuit Court, and was said to be one of the ablest judges of the state.

Madison County was named for James Madison, who later became President of the United States.

Magoffin County was named in honor of Beriah Magoffin, who was governor of the state when the county was formed.

Marion County was named in honor of General Francis Marion of South Carolina, who was one of the most noted officers in the War of the Revolution.

Marshall County was named in honor of John Marshall, the great chief justice of the Supreme Court of the United States.

Martin County was named for Col. John P. Martin, who was born in Lee County, Virginia, October 11, 1811, and died in Prestonburg, Kentucky, December 23, 1862. He was much in public life, representing his district in the Kentucky Legislature and his congressional district in Congress. He came to Floyd County, Kentucky, in 1835.

Mason County was named for George Mason, who was born in Fairfax County, Virginia, 1726; died there in 1792. He bore an important part in the history of Virginia and the United States.

Meade County was named for Captain James Meade, who was born in Woodford County, Kentucky. He was a volunteer under Colonel Joseph H. Daviess, in the battle of Tippecanoe. He was promoted to the rank of captain and commanded a company at the River Raisin, where he was killed early in the action.

Menifee County was named for Richard H. Menefee, who was born in Bath County, in 1810. He was elected to Congress as a Whig at the age of 27. He served but one term, at the close of which he moved to Lexington and engaged in the practice of law. He died February 20, 1841, age 31.

Mercer County was named for General Hugh Mercer, of Virginia. He was a native of Scotland and at the battle of Culloden, after which being one of the vanquished, he came to America. He served under Washington in the Braddock campaign. He was in the Revolutionary Army, and was mortally wounded in the battle of Princeton, dying nine days later.

Metcalfe County was named for Thomas Metcalfe, who was governor of Kentucky from June 1, 1828, to June 1, 1832. His term having been long previous to the establishment of the county, which was formed in 1860. He was born in Fauquier County, Virginia, March 20, 1780. He was frequently a member of the Kentucky Legislature from Nicholas County. He was elected to Congress in 1818. He was appointed by Governor Helm to fill out the unexpired term of John J. Crittenden in the United States Senate.

Monroe County was named for James Monroe, of Virginia, who was twice President of the United States.

Montgomery County was named in honor of General Richard Montgomery, who was born in Ireland, in 1737. He entered the army when quite young and was with Wolfe at the capture of Quebec in 1759. Later he resigned his command and removed to America, settling in New York. In the Revolutionary war he was given command of a force sent to capture Quebec. In the attack upon the town he was killed by the only gun fired from the battery of the enemy. He was buried in Quebec, but by order of Congress, his remains were moved to New York in 1810, and buried in St. Paul's Church Yard, where his monument may be seen to this day.

Morgan County was named for General Daniel Morgan, the famous Revolutionary soldier and officer.

Muhlenburg County was named for General Peter Muhlenburg, a native of Pennsylvania, and an officer in the Revolutionary forces in the war for American Independence.

Nelson County was named for Thomas Nelson, a governor of Virginia.

Nicholas County was named for Colonel George Nicholas, who was born in Williamsburg, Virginia, about 1743. The county was formed and named in his honor, five months after his death. He was one of the most famous lawyers in the early days of Kentucky.

Ohio County gets its name from the Ohio River, which forms its northern boundary and the north boundary of the state.

Oldham County was named for Colonel William Oldham, who was born in Berkeley County, Virginia. He was a pioneer in Kentucky and was killed in the battle of St. Clair's defeat, November 4, 1794.

Owen County was named for Colonel Abraham Owen, a native of Prince Edward County, Virginia. He was born in 1769. In 1785, he settled in Shelby County, Kentucky. He bore an honorable part in the struggle of the pioneers and was killed in the battle of Tippecanoe.

Owsley County was named for Judge William Owsley, who was the fourteenth governor of Kentucky. He was a Virginian and born in 1782. Judge Owsley was prominent in the Old Court - New Court Controversy.

Pendleton County was named for Edmond Pendleton, who was born in Caroline County, Virginia, in 1741; died in Richmond in 1803. He was the presiding officer of the Court of Appeals of Virginia and member of Congress from that state.

Perry County was named for Com. Oliver Hazard Perry, who defeated the British on Lake Erie on the tenth of September, 1812. He was one of the great officers of the American Navy.

Pike County was named for General Zebulon Montgomery Pike, who was born in New Jersey, January 5, 1779, and who was killed at York, Upper Canada, April 27, 1813. He was one of the great explorers of the northern and western portions of the Mississippi Valley. His journals of these explorations are the great authority on those countries in the early days.

Powell County was named for Lazarus W. Powell, who was governor of Kentucky when the county was formed.

Pulaski County was named for Count Joseph Pulaski, of Poland, who distinguished himself as brigadier general in the Army of the American Revolution. He was mortally wounded in Savannah, October 9, 1779, and died on the 11th of October.

Robertson County was named for George Robertson, who was chief justice of the Court of Appeals in the controversy between the Old Court and New Court. He was born in Mercer County, Kentucky, November 18, 1790; died at Lexington, May 16, 1874.

Rockcastle County was named for Rockcastle River, which flows along the southeast border.

Rowan County was named for Judge John Rowan, who bore a prominent part in the history of Kentucky for many years. He was one of Kentucky's great lawyers.

Russell County was named for Colonel William Russell, who was born in Culpeper, Virginia, in 1758 and died at Lexington, Kentucky, July 3, 1825. Colonel Russell bore an active part in all the struggles against the Indian in pioneer days. He was in the battle of Tippecanoe and after the battle of Fallen Timbers he succeeded General Harrison in command of the troops in that region, General Harrison having been transferred to the Northwestern army.

Scott County was named for General Charles Scott, who was born in Cumberland County, Virginia. He was in Braddock's expedition and distinguished himself as an officer in the Army of the Revolution. He moved to Kentucky in 1785 and settled in Woodford County. He commanded some of the forces in the battle of Fallen Timbers. He was elected governor of Kentucky in 1808.

Shelby County was named for Isaac Shelby, one of the great governors of Kentucky. He was born December 11, 1750, near Hagerstown, Maryland. In 1771 he moved to the frontiers of Virginia. Governor Shelby was an officer in all the operations on the frontier, and a distinguished officer in the Revolutionary army. He helped to win the immortal victory of King's Mountain, which was the turning point in the struggle for American Independence. As governor of Kentucky he commanded a portion of the army of General Harrison in the War of 1812, and acquitted himself with great honor. Governor Shelby was one of the great men in the work of pushing civilization into the Mississippi Valley.

Simpson County was named for Captain John Simpson, a Virginian, who early settled in Lincoln County, Kentucky. He was at the battle of Fallen Timbers, in 1794, and was one of those immortal patriots who lost their lives in the battle of the River Raisin.

Spencer County was named for Captain Spear Spencer, who was killed in the battle of Tippecanoe.

Taylor County was named for General Zachary Taylor, who was born in Virginia. He came with his family to Jefferson County, Kentucky in 1795, when but nine months old. General Taylor was in the wars with the Indians on the frontiers. He was in the Black Hawk War and in the War with the Indians in Florida. He was in command of the American forces at Buena Vista, war with Mexico. He was elected President of the United States in 1848, and died while holding that office.

Todd County was named for Colonel John Todd, a distinguished pioneer of Kentucky. He had part in the struggle against the Indians and was killed in the battle of Blue Licks, August 19, 1782.

Trigg County was named for Colonel Stephen Trigg, a Virginian, who came to Kentucky in 1779. In 1780 he established Trigg Station, four miles from Harrodsburg, on the stream known as Cane Run. He was killed in the battle of Blue Licks while leading his men in a charge on the Indians.

Trimble County was named for Judge Robert Trimble, who was one of the eminent lawyers of Kentucky. He was chief justice of the Court of Appeals in 1810. In 1826 he was appointed one of the judges of the Supreme Court of the United States.

Union County is unique inasmuch as the origin of the name of this county is not clear. At the time the county was set off from Henderson County there was no opposition to its establishment; the people of Henderson County generally recognized that a new county was necessary. It is said that because of the unanimity of sentiment on this subject the county was named Union County. This may have been the origin of the name, but it is probable that the county was given this name in honor of the American Union.

Warren County was named for General Joseph Warren, one of the heroes of the battle of Bunker Hill.

Washington County was named for that famous American, the Father of his Country, General George Washington.

Wayne County was named for General Anthony Wayne, often spoken of as "Mad" Anthony. He was born in Chester County, Pennsylvania, January 1, 1745. He was a distinguished officer in the Revolutionary War. He gained the victory of Fallen Timbers, August 20, 1794, and forever broke the effective resistance of the American Indians to the westward expansion of American people.

Webster County was named for Daniel Webster of Massachusetts.

Whitley County was named for Colonel William Whitley, the pioneer and Indian fighter. William Whitley probably killed Tecumseh. He was born in that part of Augusta County, now Rockbridge County, August 14, 1749. Although sixty-five years old, he volunteered under Governor Shelby in the War of 1812 and was killed in the battle of the Thames.

Wolfe County was named for Nathaniel Wolfe, who was Senator from Jefferson County at the time the county was formed. He was born in Richmond, Virginia, October 20, 1810, and was the first graduate of the University of Virginia, at Charlottesville. He was an eminent lawyer in the city of Louisville, where he died July 3, 1865.

Woodford County was named for General William Woodford, who was born in Caroline County, Virginia. He was an officer in the Revolutionary War and distinguished himself for bravery on the field of every battle in which he was engaged. He was captured by the British in the siege of Charleston and taken to New York, where he died November 13, 1780, at the age of forty-five years.

Name _____

Date _____

Section I

Fill in the blanks with the correct response.

1. Name four areas that are designated as having national importance.

_____

_____

_____

_____

2. _____ is considered one of the natural wonders of the world.

3. When Stephen Foster composed "My Old Kentucky Home", he was living at _____.

4. _____, some selling for $600,000,000 are raised in the Bluegrass Region of Kentucky.

5. Name the famous Kentuckians in the following:

A president of the United States _____

A president of the Confederate States _____

A vice-president of the United States _____

A secretary of war _____

Two actors or actresses _____

_____

Two artists _____

_____

Two scientists _____

_____

Two soldiers _____

_____

Two musicians _____

_____

Two authors _____

_____

Two governors _____

_____

6. Name 5 State Parks.

_____

_____

_____

_____

_____ _____

7. Name three State Shrines.

_____

_____

_____

8. Name two Museums.

_____

_____

9. Name two other places of interest.

_____

_____

Section II
Multiple Choice

_____ 1. A reproduction of Fort Harrod is at (A) Pioneer Memorial (B) Boonesborough (C) Ruddles Station.

_____ 2. The first brick house was (A) Levi Jackson's (B) Jennie Wiley's (C) William Whitley House

_____ 3. The memorial to Battle of the Civil War is located at (A) Blue Licks (B) Perryville (C) New Orleans

_____ 4. A memorial to Revolutionary War is (A) Battle of Pine Mountain (B) Blue Licks (C) Battle at Martin's Station

_____ 5. A reproduction of Lincoln's grandfather's cabin is (A) Lincoln's Birthplace (B) Lincoln's Homestead (C) Audubon

_____ 6. A park named in memory of a pioneer woman is (A) Rebecca Boone (B) Mary Ingles (C) Jennie Wiley

_____ 7. A park in Breckinridge County is (A) Rough River (B) Barren River (C) Nolin Lake

_____ 8. The home of Cassius Marcellus Clay is (A) Washington (B) White Hall (C) Ashland

_____ 9. The baseball museum is (A) J. B. Speed Museum (B) Mansion Museum (C) Hillerich and Bradsby Company Museum

Section III

Match these answers in the space provided.

_____ 1. Located at Henderson and Contains paintings of a great naturalist.

_____ 2. Overlooking the Mississippi River, this fort guards the gateway to the south.

_____ 3. "Niagara of the South" and is the largest waterfall east of Rockies and south of Niagara.

_____ 4. Central point of these parks is rock formations and the location is Eastern Mountain and Cold Field Area.

_____ 5. A main attraction located in Edmonson County and extends into other counties.

_____ 6. Park where the Mountain Laurel Festival is held each year.

_____ 7. Memorial of historical events associated with Wilderness Road and Daniel Boone.

_____ 8. Memorial of framing of Kentucky's first Constitution.

A. Natural and Sky Bridge

B. Perryville Battlefield

C. Pioneer Memorial

D. Rough River State Park

E. Audubon State Park

F. William Whitley House

G. Jennie Wiley State Park

H. Mammoth Cave

I. Levi Jackson State Park

J. Columbus-Belmont

K. Blue Licks Battlefield

L. Lincoln's Homestead

M. Cumberland Falls

N. Constitution Square

O. Pine Mountain State Park

Section IV

Identify the city or county location of each.

1. Mammoth Cave _____
2. Cumberland Gap _____
3. Lincoln Memorial _____
4. My Old Kentucky Home _____
5. Constitution Square _____
6. Dr. Thomas Walker Shrine _____
7. Jefferson Davis Monument _____
8. Wickland Mansion _____
9. Henry Clay's Home _____
10. Stephen Foster Story _____

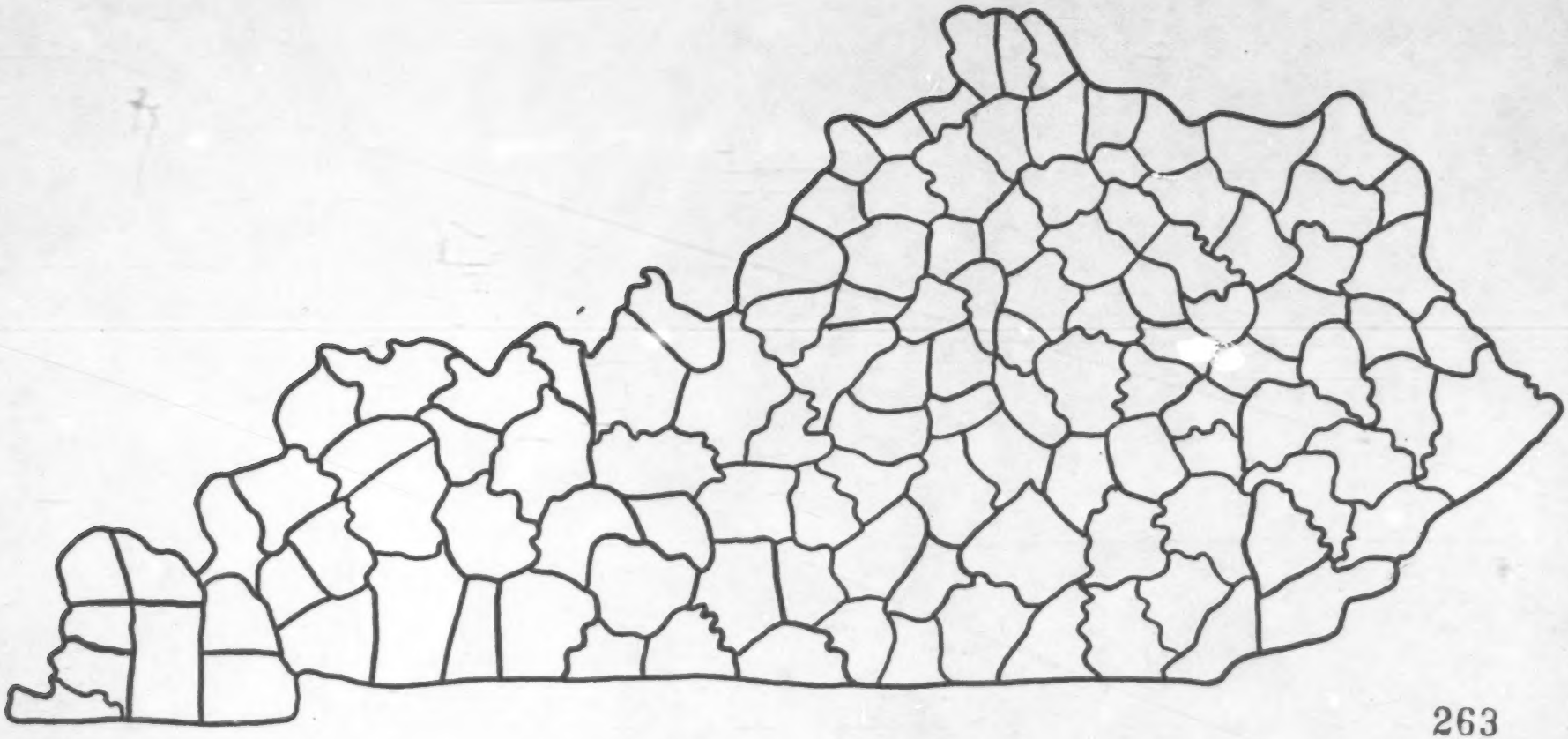
Section V

Locate the following on the map.

1. Revolutionary Battlefield
2. Civil War Battlefield
3. Home of a Secretary of War
4. Kentucky Historical Society Museum
5. Bernheim Forest
6. St. Joseph's Cathedral
7. Calumet Farm
8. Fort Knox
9. Old Fort Harrod
10. Old Mulkey Meeting House

Section VI

Write a paragraph telling various things to be seen on a trip to Mammoth Cave.



262

263

Suggested Test Key

Section I

1. Mammoth Cave National Park
   Lincoln National Historic Site
   Cumberland Gap National Historic Park
   Cumberland National Forest
   Land Between the Lakes National Recreational Area
2. Mammoth Cave
3. Bardstown or Federal Hill
4. Race Horses
5. Answers will vary. See list of famous Kentuckians
6. Answers will vary.
7. Answers will vary.
8. Answers will vary.
9. Answers will vary.

Section II

1. A	6. C
2. C	7. A
3. B	8. B
4. B	9. C
5. B	

Section III

1. E	5. H
2. J	6. O
3. M	7. I
4. A	8. N

Section IV

1.	Cave City or Park City	Edmonson
2.	Middlesboro	Bell
3.	Hodgensville	Larue
4.	Bardstown	Nelson
5.	Danville	Boyle
6.	Barbourville	Knox
7.	Fairview	Todd
8.	Bardstown	Nelson
9.	Lexington	Fayette
10.	Bardstown	Nelson

Section V

See map included in the unit.

Section VI

Answers will vary.

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Unit XI

LOCAL HISTORY

INTRODUCTION

Boone opened the way for exploration of the scenic land of Kentucky.

The desire of adventure, exploration, and fame lured the early pioneers to an area of beautiful scenery and rich soil. This area we now call Breckinridge County.

These people to whom we owe so much, the many who came to settle and build, were people of unquestionable bravery and integrity. This is the history of Breckinridge County.

This local history unit is included only to serve as an illustrative format in the writing of your local history. History prohibits the use of any definite format. Items of interest can be included as local customs dictate. Factual knowledge, interest, and time should be the criteria for writing and teaching local history.

I. Introduction

A. Suggested Time: 1 hour

B. Objectives:

1. To gain an understanding of local tradition and history

2. To gain an appreciation of the heritage of Breckinridge County

C. Procedures and Activities:

1. Write a paragraph on the founding of Hardinsburg with emphasis on why the fort was founded where it was.

2. List some of the early families of the county and the present day descendants.

II. Political and Physical Map

A. Suggested Time: 1 hour

B. Objectives:

1. To gain an awareness of the geographical setting of certain towns and interesting places in the county

2. To better understand why some towns have increased and why others have decreased in population

C. Procedures and Activities:

1. The students could construct a physical map of Breckinridge County.

2. The students could draw a political map of Breckinridge County inserting the following:

a. Glen Dean
b. Falls of Rough
c. Dowleyville
d. Cloverport
e. Stephensport
f. Hudson
g. Tar Springs
h. Custer
i. Vanzant
j. Rockvale

k. Hardinsburg
l. Irvington
m. Union Star
n. Sample
o. McDaniels
p. McQuady
q. Harned
r. Kingswood
s. Lodiburg
t. Garfield
u. Dyer
v. Constantine
w. West View
x. Webster

3. Discuss what the students like about living in Breckinridge County. A point to emphasize may be comparing rural and urban communities.

4. Discuss certain points of historical interest about Breckinridge County which may be found in The History of Breckinridge County written by Bill Thompson.

III. Evaluation

Suggested examination is typed on separate page.

Name _____

Date _____

Section I

Fill in the blanks.

1. _____ was William Hardin's nickname.

2. Tar Springs was an important _____.

3. Coal Oil was first used at _____.

4. Joseph Holt from Stephensport was _____ under President Lincoln.

Section II

True or False

____ 1. Glen Dean once had a bank.

____ 2. A college was located near Glen Dean.

____ 3. Ivy Hill was a rest stop for the Underground Railroad.

____ 4. Breckinridge is the largest county in area in Kentucky.

____ 5. Breckinridge is located entirely within the Western Coal Field.

Suggested Test Key

Section I

1. "Big Bill"
2. health resort
3. Cloverport
4. Secretary of War

Section II

1. T
2. F
3. T
4. F
5. F

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